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ABSTRACT

Montclair (New Jersey) State College sought to develop a structure that would facilitate the strengthening of humanistic perspectives in its students and would enable students to see the connections between their academic studies and the complex aspects of the meaning of being human in a world that is increasingly fragmented. Six pairs of faculty members, with one member of each pair from a humanities discipline and one from a professional or pre-professional area, were selected for a project in which courses were revised or created to offer a humanistic perspective of the course content. Examples of course revisions and new courses stimulated by the interdisciplinary collaboration are described through course materials such as objectives, schedules, and reading lists. Pairings of disciplines included Spanish language and marketing, anthropology and health education, United States history and economics, public policies towards business, communications science/disorders and philosophy, ethics and biology, and speech/theatre and film studies. (JDD)

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STRENGTHENING ACROSS THE HUMANISTIC CURRICULUM PERSPECTIVES

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A Project Funded by the
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Monclair State College

Strengthening Humanistic Perspectives

Across the Curriculum:

A Project Funded by the
New Jersey Department of Higher Education and
Montclair State College

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STRENGTHENING HUMANISTIC PERSPECTIVES ACROSS THE CURRICULUM

by

JULIA TO-DUTKA AND SHARON SPENCER

ABSTRACT

This monograph presents a curriculum project undertaken by twelve faculty members at Montclair State College. Coming from a variety of academic disciplines, they shared a common goal in strengthening the development of humanistic perspectives across the curriculum. With funding support from the Department of Higher Education in New Jersey, these faculty members were paired to create teams, with one member of each team from the humanities and the other from an applied or professional area. Each participant had specific goals in revising an existing course. Team members spent a year working collaboratively to enhance their knowledge of each other's disciplines and to explore ways of infusing new perspectives into the content and teaching of their courses. This monograph describes the process and the curriculum revisions resulting from this endeavor.

Introduction

One of the noblest objectives of a college education is to enable individuals to explore issues and concerns implicit in the human condition. This exploration is essential to their meaningful participation in society, which constantly asks them to make decisions which require a keen commitment to the basic moral and ethical issues of human concern.

Ever since its expansion from a teacher training institution to a multi-purpose institution, Montclair State College has devoted its efforts to providing an exemplary liberal arts education as well as diverse options for professional preparation. This dual focus, articulated in the College's mission statement, presents an ideal context for the integrated humanities and professional approach on which the project we envisioned was based.

The traditional way of providing for the development of humanistic perspectives for college students are the general education requirements. In effect since 1983, the present General Education Requirements are generally viewed by faculty as ensuring that students are exposed to crucially important areas of the humanities. Along with our pride in this success is our awareness that many of our students do not readily perceive the relationships between this humanistic foundation and their projected professions, as suggested by their declared majors. Students appear to need expert assistance to enable them to see the connections between their academic studies and the complex and often subtle aspects of the meaning of being human in a world that is increasingly fragmented.

Given the magnitude of the challenge and the limitations on student and faculty time in an institution with ambitious goals for both, we asked ourselves what kind of a structure might facilitate the strengthening of humanistic perspectives. The solution which seemed most appropriate for our institution was the pairing of very carefully selected faculty members in teams of two: one from a humanities discipline, the other from a professional or pre-professional area. As co-directors, our intent was to establish parameters for the revision of a minimum of two courses, one from each of the team member's disciplines, or for the creation of new courses. In addition, we made ourselves available to the participants as resource persons and attempted periodically to review their projects.

The selection of participants for the project was crucial to its success. Having worked at the College for an extensive period of time, we have acquired a broad knowledge of our colleagues' teaching interests. We have participated with them in a variety of faculty development seminars and other activities designed to

foster cross-cultural and cross-disciplinary revisions of curricula, courses and programs. Although there were many faculty members who might have made admirable contributions to the humanities perspectives project, we were forced by financial considerations to limit the number of teams to six. Consequently, we approached those individuals who, in our experience, have expressed the greatest enthusiasm for cross-disciplinary curriculum development and teaching, with the intent eventually to extend participation to all interested faculty. The six teams whose work comprises the body of this monograph represent diverse disciplines. Diversity also characterizes the substance of the work they achieved by sharing the perspectives, insights, assumptions, methodologies, and bibliographies of their respective disciplines. We hoped that the six teams would be able to develop models that could be utilized later by other faculty members engaged in similar attempts to strengthen the humanities through cooperative interaction with other faculty members. Ranging from film studies to biology, the six teams represented Spanish language and Marketing (Engelbert and Scipione); Anthropology and Health Professions (Flint and Paskert); History and Economics (Schwartz and Honig); Social and Political Philosophy and Communications Science and Disorders (Aman and Attanasio); Ethics and Biology (Jackson and Pai); Film Studies and Nonverbal Communications (Tomlinson and Bond).

Once the teams were established and their members had met to exchange ideas and goals and to select the specific courses to be revised, we attempted to provide an atmosphere of maximum freedom for the development of their projects. Apart from organizing meetings as necessary and a one-day seminar mid-way during the project, we made ourselves available as consultants but basically kept "hands off". The participants were provided with funds to purchase books and to travel to conferences; they were encouraged to visit each other's classes and to attend professional meetings and conferences in each other's disciplines.

Finally, in the summer of 1989, we met for a week with the project participants and the consultants which each of the teams selected for themselves. The visiting professionals were Martha Crunkleton, who is Director of Special Programs at the College of The Holy Cross, and Stephen L. Collins, Associate Professor of History and Assistant Director of "Opening Minds: Clustering Liberal and Professional Courses" of Babson College, the project's external evaluator. Finally, besides the external evaluation, the participants themselves provided us with their own evaluations as well as suggestions for future directions and ways of extending participation to other faculty members.

In evaluating the results of the work achieved by the six teams, we need to bear in mind the experimental nature of the project. While one of the pairings, History and Economics, seems logical and its mutual consonance harmonious and even predictable,

one of the others, Philosophy and Communications Science and Disorders, seems possibly arbitrary, even puzzling. All six teams established their own goals and developed their own procedures. The result is an unanticipated, but not surprising, diversity of creative responses to the shared challenge of course revision. This can be seen from the introductions to the individual reports that comprise the body of this monograph.

Our evaluation of the work achieved proves beyond doubt the general effectiveness of the structure we designed to enable faculty members, in effect, to educate each other. Let us state at the start that this structure has the obvious advantage of bypassing the problems associated with conventional team-teaching by facilitating faculty development as well as curriculum review and revision at a modest cost. It is highly practical for state institutions with limited human and financial resources.

We conclude that this segment of what was originally envisioned as a two-stage activity has raised several provocative questions:

Were faculty to participate in such a project on a purely voluntary basis, how would the consistency and continuity of the curriculum be effected?

Would students in the enriched courses have an unfair advantage over students in unrevised sections of the same course?

Again, if faculty participated in team-organized course revision on a limited basis, would their discipline-based colleagues be equipped to evaluate their contributions to the curriculum and to students?

What kinds of pedagogical issues might be raised by the sorts of exchanges our participating faculty engaged in?

To what extent should students be actively brought into the process? To what extent should they, too, participate in it, even helping to design their own courses?

Could an institution utilize the team structure developed for the Humanities Perspectives project to review and expand all of its courses to embody interdisciplinary approaches? What advantages would an integrated interdisciplinary curriculum possess that are lacking in the more traditional subject-contained model? On the other hand, what might be sacrificed if such a comprehensive revision were undertaken?

Would the recommendation made by Dr. Jonathon Adler, one of the outside consultants, be preferable to revising already-existing courses: that is, to design courses around themes that can only be approached from a variety of perspectives? Would this be a

feasible procedure in an institution with a complex procedure for reviewing and revising courses and programs?

Finally, what will be the long-range effect of comprehensive interdisciplinary education on students who must develop strategies for living productively and safely in a world of ever-increasing dangers, opportunities and challenges?

Julia To-Dutka
Sharon Spencer

Winter, 1990

Do Curriculum Debates Produce Educated Citizens?

As all of you know, a national debate about the undergraduate curriculum, especially the undergraduate humanities curriculum, has been going on (raging?) for the past several years. One side of this debate might very simplistically be termed "Straussian." Briefly, and very simplistically, the Straussians (taking their methodological cues from the work of Leo Strauss) run an argument which presumes that disciplinarity is the key to learning and thinking, that the study of "great books" forms the basis of the humanities and the social sciences, and that much of American higher education since the 1960's has been diminished in the interests of relevance, affirmative action, and popular culture. Arguably, Allan Bloom and William Bennett operate from this Straussian model. (Even more arguably, E.D. Hirsch is sometimes interpreted in alignment with Bloom and Bennett.)

Another side of this debate is less easy to describe, even in the notional, sketchy, simplified way one might outline the Straussian position. This side of the debate (which tends not to have produced as many highly visible exemplars as the first) would argue that what is at issue in the undergraduate curriculum is not only what is taught but also how and why it is taught. Within this framing, which I am again oversimplifying, fall most of the proponents of interdisciplinary enquiry and teaching (such as Gerald Graff, Catherine Stimpson, Henry Louis Gates, Jr., and Richard Rorty).

Most of those advocating interdisciplinary enquiry hold as a first principle that significant knowledge is "naturally" interdisciplinary and that if colleges and universities truly seek understanding of the large questions with which we are confronted in our culture, then we cannot restrict enquiry to a particular disciplinary frame. It is worth noting here that this point of view in the debate does not attack the legitimacy and rigor of the disciplines as a way of organizing knowledge. Rather, it simply points out that the truly large issues, by virtue of their scope and their complexity, defy easy categorization within the traditional boundaries. Recent events exemplify this--the savings and loan crisis, the oil tanker crash in Alaska, the rise of Islamic fundamentalism in the Middle East, the Central Park gang rape, the AIDS pandemic, and the movement of this country from international creditor to debtor. None of these phenomena, much less possible constructive responses to them, can be adequately described by any one discipline (whether accounting, political science, philosophy, chemistry or sociology).

Because our students come to college in part to gain the skills and abilities to become responsible citizens of the world, they benefit from the interdisciplinary description and analysis of

issues. The courses you are working to create here at Montclair will form an important part of your students' curriculum and will contribute to their ability to make informed decisions as citizens. Similarly, your work will meet a desire for intellectual coherence that both you and your students share (although you are far more aware of the benefits and costs of disciplinary fragmentation than are your students).

With such large purposes in mind, it may seem banal to consider the ways that institutions work to offer interdisciplinary opportunities to their students and their faculty members, but let us list some of them here before turning to the recounting of the capstone seminar I and five colleagues at Holy Cross created. Briefly, those ways include: general education programs, clustered courses, interdisciplinary sequences, team-teaching, structuring majors and minors, faculty development programs without explicit curricular goals, honors programs, interdisciplinary concentrations and majors, the creation of interdisciplinary faculty positions, the senior thesis, internships, writing-across-the-curriculum programs, integrated first-year programs, and the capstone seminar in the senior year. Each of these possible institutional activities receives consideration in Alvin White's Interdisciplinary Teaching (San Francisco: Jossey-Bass, 1981), in the recent report of the Association of American Colleges, A New Vitality in General Education (Washington, D.C.: AAC, 1988), in Involvement in Learning, the 1984 report of the U.S. Department of Education, and in Ernest Boyer's College: The Undergraduate Experience in America (New York: Harper and Row, 1987).

Now, permit me to briefly describe the capstone course "Premises of Culture" we offered last year at Holy Cross and to tell you what I think it provided our students. I have given you the syllabus which is quite straightforward, but there are some other things you may want to know about the course. The seminar was open to seniors only (in their last semester at Holy Cross) by permission only. To be admitted to the seminar each student had to write an application consisting of three essay questions and be interviewed by the project director.

The work of the seminar involved the examination of the metaphor of family in six different cultural milieus: ancient Israel; first-century Christianity; fifth-century China; twentieth-century Japan; the contemporary Islamic world, and the American South of the past fifty years. The seminar emphasized writing and speaking. Each student wrote six five-page papers and a class journal (for most students, the journal totaled one hundred pages of writing). Each student was expected to contribute orally in a sustained and provocative manner to each meeting of the seminar. In addition to the thirty scheduled meetings of the seminar, four additional sessions were held at student request when critical discussions in class demanded more time for elaboration. Of the six faculty members teaching the seminar, one was present for every

meeting and two others were present for at least half of the meetings. Three other faculty members were present for five sessions each.

In general, our discussions in the seminar might have been said to represent a sustained contrast to the work of Marcel Proust. In Remembrance of Things Past, Proust spoke of perceptions misunderstood between one individual and another within the same culture. Our class was devoted to examining how much greater is the refraction, or even distortion, when persons from different cultures view each other through the prism of their own cultural values.

Specifically, much of the course, while focally considering "family" in a variety of cultures, was devoted to the students making explicit their own tacit, but nonetheless powerful, cultural premises as citizens of a post-Enlightenment West. Our students struggled with fundamental epistemological issues (Can one know? How does one justify what one knows? How can my judgments be defended in a pluralistic world? Aren't one person's opinions as true as another's?) while acting from modernity's unarticulated, conflicted presuppositions about knowledge (Knowledge must be absolutely true to be objective. One can never know anything completely. If my opinion cannot be verified, it is useless. True knowledge is scientific, quantifiable, and certain.). Working as a group, the faculty sought to help the students become aware of these modernist presuppositions and understand how we all indwell the modern myth. Indeed, the very possibility of a critical reflection upon these matters announces the presence and power of modernity's myth, and the faculty consistently sought to expose these assumptions while at the same time taking up the content of specific and different cultural expressions. As a faculty we gradually realized that our students knew the component particulars of the Western cultural tradition, but they did not know that tradition as a culture nor did they know what those particulars meant. This discussion, while most intense during the first six weeks of the term, continued throughout the semester.

The students seemed most drawn to twentieth-century materials, especially the works of literature. They complained, rightly, that we did not spend sufficient time in each "culture." They were most surprised by the materials on the American South because they had expected that part of the course to be easily accessible. In their evaluations of the course, each student commented on the frustration of dealing with six different faculty teaching styles. In these same evaluations, all the students commented that they had learned more from the seminar than they had anticipated, and seven students assessed the course as the best one they had ever taken at Holy Cross. One student wrote:

...I thought I'd give you a few bits of feedback on the course. I'll start by saying

I loved it. It has challenged me to think more than any course I have taken at Holy Cross--challenged me to think in terms of life and values and burning questions, not just complexities of iambic pentameter! Just as I was entering my cocky, "I'm a senior, I'm graduating from this playpen" mode, "Premises" grabbed my ears and forced me to really re-evaluate a lot of my prejudices and attitudes. But the class was conducted in such a way that although I found many of my opinions to be idiotic, I finally realized I was not an idiot, just misinformed.

In their evaluations of the seminar, the faculty members commented on the rare pleasure of teaching together. Four of the six rated the seminar very successful and three commented on the value of "Premises" as a prototype for other capstone courses that might be offered throughout the college. One faculty member found the most important benefit of the seminar to be the development and growth of students' moral and historical self-consciousness as a result of studying diverse cultural materials.

The problems we had in the seminar are almost self-evident. We treated too many cultural forms. We had staffing problems. Two faculty members withdrew from the project early on because of the press of other commitments. Each of the six who taught the seminar did so as an overload. Because of this it was difficult to secure persons with comparable expertise to replace the two who resigned from the project, and it was impractical to expect faculty to devote their full attention to the work of the seminar. These factors resulted in an increased workload for the seminar director. Even though it was difficult for all six faculty to teach the course as an overload, four of the six nonetheless found that we should have spent more time together planning the course and discussing its progress.

The course will be offered again next year, probably with three persons teaching it. We will have more time to give in-depth consideration to three cultural periods and to the specific texts. This change, we hope, will address the intellectual needs of students and faculty for more sustained enquiry. Felicitously, it will also remedy partly the staffing problems which emerged before. At this time, we plan to select at least one very past culture (e.g., Palestinian Jewish Christianity), one clearly non-western culture (e.g., Japan or China), and one contemporary western or American culture (e.g., the American South). This selection will allow for consideration of variables of distance in temporal, geographic, and ideological terms.

Let me conclude these remarks by saying that this was a challenging, innovative course for seniors. The students developed

their capacity for the expertise in analysis and interpretation of the assumptions underlying the metaphor of family in six varied cultures. We saw how a capstone seminar could strengthen both the intellectual and moral reasoning skills of Holy Cross students and we developed a concrete example of a course emphasizing critical thinking which could appeal to students and to faculty. "Premises of Culture" was a course which resulted in an impressive response by students and faculty to the difficult and compelling task of cultural understanding. I encourage you in your efforts to develop capstone seminars here and believe that you will find your efforts mutually beneficial to yourselves and to your students. Thank you very much for your gracious attentiveness to these remarks.

Martha A. Crunkleton
Director of Special Studies
College of the Holy Cross
Worcester, MA 01610

Premises of Culture: A Capstone Seminar

College of the Holy Cross, Spring Term, 1988

In this course we will examine basic assumptions underlying culture. Using the concept of family, we will examine a variety of cultures and periods by studying important texts. Students will analyze and interpret these texts, develop a critical awareness and appreciation of western and non-western cultural traditions, and heighten their awareness of their own cultural assumptions. Throughout the seminar, students will identify and criticize the assumptions and values that inform a culture and an understanding of culture in several traditions and historical periods.

The seminar is team-taught by Drs. Crunkleton, Phillips, Laffey, Kinoshita, Esposito and Valentine. Dr. Crunkleton will have overall responsibility for the seminar and for the evaluation of student work in the seminar.

Six short papers and a journal form the writing component of the course. Daily, informed participation in the seminar by each student is also required. Three-fourths of the final grade will be determined by the writing component and one-fourth by informed discussion.

The schedule of readings for the course is as follows:

January 21 Introduction of Class, Faculty and Texts

An Anthropological Approach

January 26 Levi-Strauss: Structural Anthropology, pp.29-53; 343-379

January 28 "The Structural Study of Myth", pp.81-106 in Myth: A Symposium (ed. Thomas Sebeok)

Ancient Israelite Religious Culture

February 2 Genesis 1:26-71 5:1; 9:6; Deuteronomy 5:26; Joshua 3:10; I Samuel 17:26-36; Leviticus 11:44-5; 19:2; 20:7; Joshua 24:19

February 4 Exodus 20:8-11; 26:33-4; 29:31; Deuteronomy 5:12; Exodus 19:6; 31:13; Leviticus 20:8.
Journals due

February 9 "The Abominations of Leviticus", pp.54-72 in Mary Douglas' Purity and Danger; Leviticus 11-15; Deuteronomy 28

February 11 II Kings 5:1-19a; Ezekiel 26:16-38; Nehemiah 9:14; 10:34; 13:22; Ezra 2:63; 9:2; Wisdom 2:23. First paper due

Ancient Palestine, Millenarian Christians and Family

February 16 Genesis 1 & 2; Matthew 5, 6 & 7; Philipians, 1, 2 & 3; Didache 12; Lucian, Book 8

February 18 Theissen: Sociology of Early Palestinian Christianity, pp.1-30. Journals due

February 23 Theissen, pp.31-95

February 25 Theissen, pp.97-119. Second paper due

Family in the Confucian Tradition

March 1 The Analects of Confucius. Mote: Intellectual Foundations of China, pp.1-52; Hsu: Ancient China in Transition, Chapters 1,3,4. Journals due

March 1 Evening showing of "A Great Wall"

March 3 The Analects of Confucius; the Li Chi, Book 10 ("The Pattern of the Family"); the Hsiao Ching

March 15 The Analects of Confucius; Hsu: Ancient China in Transition, Chapters 1,3,4.

March 16 Evening showing of "Dim Sum"

March 17 Discussion. Third paper due

Women and the Family: Tradition and Social Change In Islam

March 22 Fernea: Middle Eastern Muslim Women Speak, pp.xvii-26. Esposito, Women in Muslim Family Law, Chapters 1 & 2.

March 24 Smith: "The Experience of Muslim Women", pp.89-112 in The Islamic Impact, ed. Haddad; Esposito, Women in Muslim Family Law, Chapter 3. Journals due

March 29 Williams, "Veiling in Egypt", pp.71-85 in Islam and Development, ed. Esposito. Video: "The Veiled Revolution". Audiotape: "Women and the Family in Muslim Societies." World of Islam audiotape (on reserve)

April 5 Stowasser: "Religion, Ideology, Women and the Family", pp.262-96 in The Islamic Impulse, ed. Stowasser; Esposito, Women in Muslim Family Law, Chapter 4. Fourth paper due.

Japanese Society and the Family

April 7 Pelzel: "Human Nature in Japanese Myths"

April 12 Chikamatsu, "Love Suicides at Amijima", in Major Plays of Chikamatsu, pp.387-425. Journals due

April 14 Kawabata: Thousand Cranes (trans. Seidensticker)

April 16 Evening showing of "The Ballad of Narayama"

April 19 Discussion. Fifth paper due

Family and the South

April 21 Zora Neale Hurston: Their Eyes Were Watching God

April 26 Flannery O'Connor: "Revelation." William Faulkner: As I Lay Dying

April 28 Gloria Naylor: The Women of Brewster Place. Journals due

May 3 Concluding Discussion. Sixth paper due. Class Dinner

Spanish Language and Marketing

Dr. JoAnne Engelbert

Dr. Paul Scipione

This collaboration, which was praised by the other participants for its creativity, was initiated by a market definition study conducted by the two team members and some of their students. The results indicated that knowledge of a foreign language is a definite advantage in the modern world of international business (and also identified the respondents' views of the several most useful languages). With the emergence of the concept of a global economy, the need for the mastery of foreign languages has become urgent, as underscored by the responses of the businesspersons who were polled. Engelbert and Scipione next embarked on the innovative project of making a video, "Perspectives," based on a vignette that dramatizes the cultural and linguistic blunders of a North American businessman who is attempting a successful transaction with a Mexican businessman. (John Ford is portrayed by Scipione.)

Amusing yet instructive, the video lends itself readily to classroom use; it is accompanied by a detailed Study Guide. Engelbert developed a model annotated bibliography on Mexican History (of course, it could have been any other country) for the international marketing course, "Developing A World Business View". Together, Engelbert and Scipione compiled a second bibliography, "Language and Cultural Fluency and Perspectives Among Businesspersons," which lends itself to a variety of courses, but has particular relevance as a medium for persuading language departments to develop courses focused on international trade, or simply to emphasize the connections between study and business in their basic language classes.

Complementary suggestions for expanding the project were made by the team consultant, Dr. Solomon Dutka: "Why not extend the study to an on-site examination by students and faculty among companies who cooperated in the survey? They would review how these different companies train their people with bilingual backgrounds for duties either overseas or in the United States. Such an investigation might be useful as a reference point in revealing the relevant curriculum currently offered at Montclair State. Conceivably, companies in the NJ/NY metropolitan area and perhaps outside might also support a program at Montclair which would train students for the new bilingual/business environment and perhaps provide them with future talent for their domestic and overseas job needs. Such a unique program might be established as a special institute at Montclair or as part of a special undergraduate program. Internships and future job tie-ins with supporting companies would also be a part of such a program.

However, unlike in science, there is no vacuum in business. The well-recognized and articulate future personnel needs of companies of all sizes will be met.

Why not by Montclair?"

DEVELOPING A WORLD BUSINESS VIEW

A Learning Module for "International Marketing"

Paul A. Scipione, Ph.D.

This module is designed to fill the majority of two of the 32 class meetings during the 16-week semester schedule. Ideally, it should be used during the second or third week of the semester in order to stimulate discussion and to lay the foundation for a world view during the remainder of the course.

Meeting #1

- * Instructor starts by asking the students a few questions as discussion starters -- How important is it for businesspersons to speak another language? To be familiar with the geography, culture and social customs of persons in another country?
- * Instructor then shows the short video feature "Perspectives" (VHS format) to the students and asks them to jot down what they think the character John Ford does that will either hurt (-) or help (+) the formation of a business relationship with Don Angel and others in Mexico.
- * Instructor then holds a 15 or 20 minute discussion with the students, based on their written reactions to "Perspectives." The whole purpose of this exercise is to sensitize business students to the world view.
- * Instructor concludes this meeting by assigning teams of students to go through specific business magazines, journals and newspapers during the next week, looking for articles, ads and any other materials related to (a) the world view in business; (b) the importance of knowing the other language, geography, culture and social customs; (c) the operations of U.S.

businesses in other countries; and (d) the operations of non-U.S. businesses in the United States.

Meeting #2

- * Instructor has each team report on the articles, ads and other materials related to the world view that they found in the business journal, magazine or newspaper they were assigned to read.
- * Instructor uses the materials students found to stimulate a 20 to 30 minute wide-ranging discussion about the absolute necessity of U.S. businesspersons to learn and understand the language, geography, culture and social customs of persons in other countries where they are doing business. The discussion should also focus on what courses the business students could take in other college schools and departments (foreign languages, history, geography, anthropology, art, etc.) to give them the world/worldly view that they will need.

Outcome

- * Instructor carefully monitors the future course enrollments of students who have taken "International Marketing," to ascertain the specific effect(s) that this learning module has had on the educational program of these business majors.
- * Instructor compares the future courses taken by students in a control group (students who didn't take this learning module in "International Marketing").
- * Instructor follows these students for three to five years following their graduation. This will allow tracking of the specific impacts of the learning module on the early careers of these business graduates: How many take positions with firms that do business in other countries? How many are assigned to international positions in the U.S.? How many

are assigned to international positions in other countries? How effective is their performance in these jobs? How do senior managers evaluate the likely career progress of these business graduates?

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STUDY GUIDE FOR "PERSPECTIVES"

I. Comparing cultural values.

John Ford, although a caricature, embodies certain traits that many U.S. businessmen actually display, to the consternation of their Latin American counterparts. Principal among these is an insensitivity to a hierarchy of values different from their own. Discuss the relative importance of the following values in Mexican and U.S. society: courtesy; hospitality; formality in social situations; personal interaction/"doing business"; family; religion; knowledge of history; national pride.

II. Names and places.

A. Ford bungles every single name he has to deal with. A quick guide to Spanish names and surnames:

Don Angel Sepppu'lveda Torreo'n. "Don" is a title of affection and respect used with the given name of older persons to whom a certain deference is due; it connotes a combination of esteem and familiarity. Dolores' reference to her employer as "Don Angel" suggests a family relationship which Ford might have noted. "Angel" is, of course, a given name.

Sepu'lveda is Don Angel's father's name, his true surname. Torreo'n is his mother's surname. Thus, he may be correctly addressed as "Mr. Sepu'lveda" or "Mr. Sepu'lveda Torreo'n", but not as "Mr. Torreo'n". (Note: technically, between Sepu'lveda and Torreo'n there is a particle--"y"--which means "and": Sepu'lveda y Torreo'n. Since in Latin America everyone knows it is there, it is often suppressed.

Sra. Dolores Saavedra de Mendiza'bal. Dolores' father's name was "Saavedra". When she got married, she dropped her mother's name and added the phrase "de Mendiza'bal", meaning "of" or "belonging to" Mendiza'bal (her husband's surname is Mendiza'bal). If they have a child named Ignacio, what will his full name be? If their daughter Maria marries Juan Feliciano y Go'mez, what will her name become?

<u>Senor (Sr)</u>	= Mr.
<u>Senorita (Sta.)</u>	= Miss
<u>Senora (Sra.)</u>	= Mrs.
<u>Sa.</u>	= Ms.

In most countries of Latin America titles of all sorts are taken seriously. It is not unusual for titles like "licenciado" (one who

has a Master's degree) and "Ingeniero" (Engineer) to be used as a part of the name. "Doctor," "Maestro" and even "Poeta" are affectionate forms of address.

B. Ford thinks that New York City is the largest city in this hemisphere. What are the facts?

C. "America". Although Ford uses the word "America" in the normal, conventional way it is used in the United States, he fails to realize that this usage is offensive to Latin Americans, who do not use the word in this way in Spanish or Portuguese. In these languages, "America" refers to both continents. Citizens of the U.S. are called "norteamericanos" in most Spanish-speaking countries. Since Mexicans are also technically "norteamericanos," this occasionally presents a problem. At any rate, when travelling in Latin America, we ought to try to find alternatives for our favorite word. How might you express the following without saying "American": the American flag; the American way of life; American money; the American Embassy; American food; American history; American foreign policy?

III. Write a better script.

A. Ford's ignorance is lamentable, but his cultural arrogance compounds every offense. There are ways of admitting to ignorance which signal a willingness to learn, to be open to new experiences. Rewrite a few fragments of dialogue demonstrating how a potential offense can be turned into an opportunity for closer understanding:

D. Angel: Then I take it you do not speak Spanish?

Ford: Oh yes I do! I took two semesters of Spanish at Montclair State College and learned everything I need to know: I can order a meal, make reservations (etc).

D. Angel: Have you found pleasant accommodations?

Ford: I'm staying at the Hilton. I always like to stay with what I know ... There are lots of Americans there, so I can always find someone to talk to.

Pacheco: My grandfather was a villista. He was killed shortly after the ambush of Emiliano Zapata.

Ford: All those generals. I find it impossible to keep them straight.

Ford: You certainly seem to know a lot about American geography. We don't teach anything about Mexican geography in our schools.

B. Keeping in mind what you have learned, write a few exchanges of dialogue that exemplify cultural awareness and sensitivity to the Mexican value system.

IV. Preparing to travel.

In preparing to go to Mexico, Ford did no more than pack his suitcase. Supposing that he had two months to prepare for his trip, what should he have done? Make a checklist of things he should have made it a point to learn before leaving for Mexico. List some sources of information he might have consulted.

V. Annotated bibliography

Mexican History and Commentary.

Anita Brenner: Wind That Swept Mexico. (Austin, TX: U. Texas Press, 1984. One hundred eighty-four historical photographs with an interesting text make the Mexican Revolution of 1910 accessible.

Sir Nicholas Cheetham: Mexico: A Short History. NY: Thomas Crowell, 1971. A clear and readable account of Mexican history from the pre-Columbian civilizations to about 1970.

Octavio Paz: The Labyrinth of Solitude. (any edition) A book of philosophical essays on Mexico's history and long preoccupation with national identity.

Martin Stabb: In Quest of Identity. Chapel Hill, NC: University of North Carolina Press, 1967. This scholarly discussion of the emergence of a sense of national identity in the various republics of Latin America contains an excellent analysis of Mexico's dramatic struggle to define itself (pp.188-217 and elsewhere in the book).

Art and Literature:

Bradley Smith: Mexico: A History in Art. Garden City, NY: Doubleday, 1967. A history of Mexico depicted in representative works of art. Lavishly illustrated, the book ranges from the prehistoric period to about 1965. A superb introduction to Mexican cultural history.

Juan Rulfo: The Burning Plain. (Austin TX: University of Texas Press, 1967). A book of dramatic short stories set in the hallucinatory landscape of Jalisco. If you can, take a look at Rulfo's book of photographs, Inframundo (Ediciones del Norte, 1980).

Carlos Fuentes: The Death of Artemio Cruz. (NY: Farrar, Straus and Giroux, 1964). A brilliant and sophisticated novel dealing with Mexico's conflicted relations with the U.S. since the Mexican Revolution.

Carlos Fuentes: The Old Gringo. (NY: Farrar, Straus, Giroux, 1985) A novel that deals with the Mexico of Pancho Villa, and the experiences of the U.S. journalist Ambrose Bierce, the "old gringo" of the title, and his encounter with Toma's Arroyo, one of Villa's generals.

VI. Other Activities:

Look for works by Diego Rivera, David Alfaro Siqueiros, Jose Clemente Orozco and other Mexican painters at the Museum of Modern Art. Visit the new Meso American wing at the Museum of Natural History. Visit Mexican restaurants. Rent "The Children of Sanchez", a film based on the book by Oscar Lewis. Collect and critique recent articles in the mainstream press on Mexican politics and the Mexican economy.

VII. Evaluation.

Evaluation of this type of experience could best be conducted in essay form. Students of Spanish might be asked to write, in Spanish, a few pages of dialogue in which a U.S. visitor displays an understanding of Mexican culture as well as sensitivity to Mexican norms of courtesy and urbanity. Students of marketing might write an essay explaining how to prepare for a meeting with a Mexican counterpart and illustrate the key factors that would have to be taken into account in planning a successful marketing campaign.

Evaluations will be more reliable if a pretest can be given at the beginning of the unit to determine what students know and how much they have thought about matters of intercultural communication; the pretest will not count as part of the grade but as a useful point of comparison in assessing the value of the unit.

-----It should be noted that Mexico has been arbitrarily chosen as the focal point of this unit; similar materials should be developed for the study of other countries of Latin America.

THE MARKET FOR FOREIGN LANGUAGE

TRANSLATION SERVICES

AND BI-LINGUAL EMPLOYEES AMONG CORPORATIONS

IN THE NEW JERSEY/NEW YORK METRO AREA

A Market Definition Study
conducted in 1989 by

Paul A. Scipione, Ph.D.
Department of Marketing
Montclair State College

Joanne Engelbert, Ph.D.
Department of Spanish and Italian
Montclair State College

and an Interdisciplinary Team of Their Students:

Dr. Scipione's Undergraduate Class in
Marketing Research

Dr. Engelbert's Undergraduate Class in
Translating I

Foreign Languages Survey

It didn't take long for the Scipione/Engelbert team to develop an innovative project. When Dr. Engelbert described the frustration that she and her colleagues in foreign languages have experienced in trying to prove to the MSC Administration that (a) foreign languages have practical business and other societal applications and do not exist solely as part of a liberal arts education, and (b) that businesses and other organizations in the NJ/NY metro area must have a substantial need for both outside translation services and internal staff members who are bi-lingual, Dr. Scipione's reaction was: "Oh, the solution to that is the kind of market definition study that is routinely conducted in the business world. We could get together with our students and conduct such a study." Bingo! Excitement was in the air!

Research Design

Dr. Scipione and a team of his Marketing Research students designed an appropriate telephone questionnaire and geographically stratified probability sample. The latter was pulled from the Dun & Bradstreet Corporate Database that contains listings on more than 6.5 million U.S. businesses. A sample of 100 businesses in different SIC categories and different sizes (ranging from \$50 billion to \$25 in annual sales) were randomly selected. Letters explaining the study and enlisting the cooperation of senior-level executives (CEOs, COOs, CFO, CMOs, and Corporate Directors of International Operations and Personnel) were sent over the signatures of Drs. Scipione and Engelbert on MSC letterhead.

The interdisciplinary team of MSC students then made follow-up telephone calls in an attempt to conduct 15 minute interviews with executives in as many target firms as possible. Between November 14, 1988 and December 9, 1988, the MSC students were able to obtain completed interviews with executives in a total of 49 of the target corporations. The students then coded the completed interviews and entered the cleaned data into Apple Macintosh hardware in the MSC Mac Lab using SYSTAT Version 3.2 statistical software. Drs. Scipione and Engelbert then ran several types of survey analyses (basic descriptive statistics, straight tabs, cross-tabulations, Pearson Product-Moment Correlation, and Euclidean Cluster Analysis) to help understand the survey results and develop meaningful marketing strategies for the MSC foreign languages departments. This brief document highlights some of those results.

Scale of International Operations

- * Among the 49 NJ/NY metro area firms surveyed, 18% report having primarily international operations; 33% have mainly domestic operations, and 45% have both. (The firms reporting only domestic operations were not asked to answer most of the subsequent questions.)
- * Among the two-thirds of firms with international operations, 83% are U.S. owned and 17% are foreign owned. And most of their U.S. based employees are North American.
- * When asked with which foreign countries their firms did business, our executive respondents mentioned the following rank order of countries: England (31%), France (25%), Japan (22%), Canada (22%), Germany (13%), China (13%), Spain (9%), Korea (9%), Taiwan (9%), Switzerland (6%), Italy (6%), Puerto Rico (6%), Latin America in general (6%), Australia (3%), India (3%), Pakistan (3%), and Portugal (3%).

Knowledge of Foreign Languages and Cultures among U.S. Employees

- * A solid majority (56%) of these U.S. firms report sending their U.S. employees overseas to fill international positions.
- * Among their U.S. employees who are sent to foreign countries and who speak one or more foreign languages, these firms reported the following rank order of such languages: French (50%), German (50%), Spanish (40%), English (30%), Japanese (10%), and all other languages (30%).
- * When asked how important it was for these employees to also know the history and culture of the foreign country as well as the language, respondents said that they consider this to be: very important (31%), somewhat important (35%), not very important (24%), and not at all important (11%).

English: The International Language of Business?

- * When asked whether or not English is used as a medium of international communications, 96% of respondents said yes and only 4% said no.
- * When asked how accepted the English language is among their foreign affiliates, respondents mentioned that it is: accepted (70%), that foreign affiliates prefer their native language (15%), that it doesn't really matter which language is used (7%), or that they do not know what foreign affiliates prefer (7%).
- * When asked whether or not they and their employees feel at a disadvantage not knowing the language of the foreign countries in which they do business, respondents replied: yes, they do feel at a disadvantage (33%), and no, they don't feel at a disadvantage (66%).

Corporate Foreign Language Plans and Goals

- * Overall, 33% of those corporations surveyed say that they plan to hire employees who speak one or more foreign languages in the near future, while 66% do not report having such plans.
- * Corporations with specific near-term plans to hire employees who speak foreign languages mentioned these specific language interests (in rank order of mention): French (70%), Spanish (60%), German (50%), English (20%), Italian (20%), Dutch (10%), Japanese (10%), Swedish (10%), and Portuguese (10%).
- * When asked what foreign languages are currently used by their employees, these corporations mentioned: English (73%), Spanish (27%), French (18%), Portuguese (9%), and all others (18%).

The Need for Foreign Translation Services

- * Currently, 36% of respondent firms report having in-house foreign translation services. Another 21% report using outside translation services, while 36% report using neither. The other 7% report using both in-house and outside translation services.
- * Among area firms using translation services of any kind, 38% report using these services on a daily basis. Another 25% say they use these services weekly, while the other 37% use them only once or twice a year.
- * When asked whether or not their translation services provide ATA (American Translation Association) certified translators, only 9% said yes. Another 18% said no, while the overwhelming majority (73%) said they really didn't know.
- * Among all of the respondent firms which report having used either outside or in-house translation services or both, 100% say they have had no bad experiences working with these translators.

Future Foreign Language Needs and Education

- * When asked whether or not they would consider offering tuition reimbursement to employees who don't currently speak a foreign language but wish to do so, a substantial majority (62%) said yes, while only 38% said no.
- * When asked in what corporate areas their firms needed more employees with foreign language skills, our respondents mentioned: no specific departments or functional areas (52%), customer service (16%), importing (11%), utility services (11%), sales (5%), advertising (5%), and marketing (5%).
- * In terms of catering to foreign-language communities within the United States, 24% of respondent firms said they do, while a solid majority (76%) said they do not. Among the firms that do, all report that their business

is with Spanish-speaking persons within the U.S. market.

- * When asked whether or not their corporation currently employs executives or any other types of employees who speak more than one language, the overwhelming majority (84%) said yes.
- * When asked whether they foresee their corporation having a need for more employees with foreign language skills, 43% said yes and 57% said no.
- * Lastly, when asked how important foreign language departments are to colleges and universities, our corporate respondents said: very important (53%), somewhat important (33%), not very important (2%), and not at all important (0%). Another 12% expressed no opinion one way or the other.

Foreign Language Needs Projected to the Universe

So far we have been discussing the results obtained from our probability sample of 49 corporations located in the New Jersey/New York metro area (defined as the 9 northernmost counties in New Jersey, the five boroughs of New York City, plus the suburban counties of Rockland, Westchester, Nassau and Suffolk in New York). One very interesting property of probability samples is that they give us the ability to project upward from the firms in the sample to all firms in the applicable universe. In this case, our probability sample lets us project upward from the expressed needs of these 49 sample firms to the total base of 374,496 applicable firms in the D&B universe. Of course, our ability to make such projections is subject to a +/- sampling error (which in this case is substantial, about +/- 13%).

What can we say about the level of need for translation and employee foreign language skills when we project the survey results to the universe of all such firms located within a reasonable distance of MSC? Here we will present only a few key projections, although we can compute others on request.

- * The Scipione/Engelbert Survey indicates that there are 236,933 NJ/NY metro area firms that have international business operations or relationships.

- * The Scipione/Engelbert Survey indicates that the number of metro area firms doing business in each of the following foreign countries is: England (61,144), France (45,858), Japan (38,215), Canada (38,215), Germany (30,572), China (30,572), Spain (22,929), Korea (22,929), Taiwan (22,929), Switzerland (15,286), Italy (15,286), Puerto Rico (15,286), Australia (7,643), India (7,643), and Pakistan (7,643).
- * The Scipione/Engelbert Survey indicates that there are at least 68,787 metro area firms that regularly sent their U.S. based employees to assignments in foreign countries. If each of these firms averaged only five such employees (a very conservative estimate), this would mean a total of one-third of a million such employees just in the extended MSC service area.
- * The Scipione/Engelbert Survey indicates that there are as many as 129,931 metro area companies that rate the importance of their U.S. employees on foreign assignment knowing the local history and culture (as well as the language) as very or somewhat important.
- * The Scipione/Engelbert Survey indicates that there are at least 45,858 metro area corporations with immediate or near-term plans to hire employees who are conversant in one or more foreign languages. If these firms averaged only five such employees each, this would mean more than 200,000 such employees just in the metro NJ/NY area.
- * The Scipione/Engelbert Survey indicates that there are at least 137,574 metro area firms that use some combination of in-house and outside foreign translation services, but that as few as 38,215 of these firms may use translators that hold ATA certification.
- * The Scipione/Engelbert Survey indicates that there are as many as 61,144 metro area firms whose managers said they would be interested in offering tuition reimbursement to employees that seek foreign language instruction. If these firms averaged only ten such employees per firm (a conservative estimate), this would mean that more than 600,000 such employees in

the NJ/NY metro area could take foreign language courses and have their employer reimburse some or all of their tuition.

- * Lastly, the Scipione/Engelbert Survey indicates that there are as many as 321,006 NJ/NY metro area corporations that consider foreign language departments to be very or somewhat important to colleges and universities.

THE SCIPIONE/Engelbert FOREIGN LANGUAGES MODEL

	A	B	C	D
1	SAMPLE	NJ PROJECTED	NY PROJECTED	COMBINED
2		Multiplier=3510	Multiplier=15421	Multiplier=7643
3	1	3510	15421	7643
4	2	7020	30842	15286
5	3	10530	46263	22929
6	4	14040	61684	30572
7	5	17550	77105	38215
8	6	21060	92526	45858
9	7	24570	107947	53501
10	8	28080	123368	61144
11	9	31590	138789	68787
12	10	35100	154210	76430
13	11	38610	169631	84073
14	12	42120	185052	91716
15	13	45630	200473	99359
16	14	49140	215894	107002
17	15	52650	231315	114645
18	16	56160	246736	122288
19	17	59670	262157	129931
20	18	63180	277578	137574
21	19	66690	292999	145217
22	20	70200	308420	152860
23	21	73710	323841	160503
24	22	77220	339262	168146
25	23	80730	354683	175789
26	24	84240	370104	183432
27	25	87750	385525	191075
28	26	91260	400946	198718
29	27	94770	416367	206361
30	28	98280	431788	214004
31	29	101790	447209	221647
32	30	105300	462630	229290
33	31	108810	478051	236933
34	32	112320	493472	244576
35	33	115830	508893	252219
36	34	119340	524314	259862
37	35	122850	539735	267505
38	36	126360	555156	275148
39	37	129870	570577	282791
40	38	133380	585998	290434
41	39	136890	601419	298077
42	40	140400	616840	305720
43	41	143910	632261	313363
44	42	147420	647682	321006
45	43	150930	663103	328649
46	44	154440	678524	336292
47	45	157950	693945	343935
48	46	161460	709366	351578
49	47	164970	724787	359221
50	48	168480	740208	366864

51 49
52 50

171990
175500

755629
771050

374507
382150

Informal Responses of Survey Participants

Public Service Electric and Gas:

(Employs Spanish-speaking staff members to meet the needs of Hispanic clients)

"Knowledge of foreign languages is most important. The globe is getting smaller every day. There is more international business, and a great many more people from overseas are coming to the U.S."

New Jersey Bell:

(Employs Spanish-speaking personnel to meet the needs of Hispanic customers)

La Touraine Coffee Company:

(Brazil)

"Most foreign business can be done in English because English seems to be the second language that is most commonly learned overseas."

Warner-Lambert Corporation:

(Canada, Germany, Japan, United Kingdom)

"Knowledge of foreign languages makes employees more versatile, especially in soliciting international business."

Additional comments (names of companies not indicated):

"Knowledge of history and culture important because it enables us to understand our customers better, which allows us to better serve them."

"Foreign language proficiency and understanding of other cultures help bring people closer. Better communications make business more successful."

"Knowledge of the cultures of other countries is vital in business, politics and social affairs. The more we can learn about a country, the easier our transition into that country and theirs into ours. (This kind of knowledge opens up communication channels.)"

Betti H. Industries:

(Taiwan, Japan, South America)

"Knowledge of cultural history important in order to communicate better with the people you deal with Knowledge of foreign languages is important for international business today."

Rexnord Inc. Industrial Specialty Fasteners:

(Germany, England, Taiwan)

"A knowledge of foreign cultures is important. It is important to know proper business etiquette so as not to insult people unknowingly It's good to be able to understand people's

languages and cultures. It makes for stronger relations in both a business and social environment."

Shearson Lehman Brothers. Headquarters for American Express:
(Latin America, Canada, Europe, Middle East, Asia)

"Employees with foreign language skills will be needed in the future in international marketing. In marketing, languages are important for breaking down barriers to communication."

American Cyanamid:

(Western Europe, Far East--Taiwan, China, Australia, Latin America)

"A knowledge of history and culture is very important. It is an essential ingredient for success in business."

Willcox and Gibbs, Inc.:

(England, Scotland, Japan)

"Business is becoming increasingly global in scope and it is a definite benefit to have employees with foreign language skills."

Nicolas Villaba, Wholesalers (A Spanish firm):

(Puerto Rico, Japan, China)

"Knowledge of history and culture is not very important. The only important factor is the current political situation. Business is a matter of dollars and cents."

"Knowledge of foreign languages is becoming more important. The current situation with the dollar is forcing us to pay more attention to foreign countries."

International Automobile:

(Domestic)

Employs Spanish-speaking sales force.

"Their job (interacting with Hispanic clients) is much smoother because of their language skills."

Verbatim Transcription of Comments, Foreign Language Study
Questionnaire, November, 1988

K-Mart:

Dennis Britto:

"Because of the influx of Spanish-speaking people into the state, the key language for our business is Spanish. Because of the nature of today's business, Spanish has become the most important language."

Berlin and Jones Company, Inc.:

(International dealings with France, Germany and Spain)

"It is important for an employee to know the history and culture of countries as well as the language because this helps an employee to better understand the reasoning and decision-making process of the foreign customer they are interacting with."

Leader Instruments:

(Canada, Puerto Rico)

"Sensitivity to culture and customs better prepares one to deal with customers."

Republic, New York:

(Switzerland, England, France)

"Language skills are essential for both marketing and advertising."

Schering-Plough Corporation:

(Japan, France, Italy)

Sheila Hewitt:

"I personally believe that cross cultural training is important and that we should do more of this training We offer tuition reimbursement to people who need language proficiency to conduct business We're entering a global economy, and for people in the business world, part of their effectiveness will be based on their ability to travel worldwide and conduct business in other languages."

PORTUGUESE
FOR
CAREERS OF THE NINETIES

APRIL 11, 1989 1:00-5:00 PM KOPS LOUNGE, RUSS HALL

MONTCLAIR STATE COLLEGE

1:00 Opening Remarks: The Honorable Frank E. Rodgers, Mayor of
Harrison

1:15 COMMUNICATIONS: Translating and Interpreting for a New
Age

Panelists: Mario Ferreira, Susanna Greis, Marisia Laure

2:15 BUSINESS AND INDUSTRY: Careers at Home and Abroad

Antonio Matinho, Editor, Luso-American Times
Paul Scipione, Professor of Marketing, Montclair State College

His Excellency
Julio De Vasconcelos, Consul of Portugal:
Portugal Enters the Common Market

3:15 EDUCATION AND SOCIAL SERVICES: Portuguese Language
Specialists Serving the
Community

Panel of Educators
Daniel Dantas, Alfredo Rendeiro

4:15 Closing Remarks: Odete Silva and Vasda Landers,
Consultants, Program Improvement in
Portuguese

RECEPTION

For more information, call JoAnne Engelbert, 893-4285.

SPECIFIC OUTCOMES FROM OUR 1988-89 COLLABORATION

This has been an interesting and rewarding experience! Certainly more has come from our collaboration than we originally anticipated. Teaming a business school professor with a professor from the Spanish and Italian Department might have seemed like stretching the interdisciplinary perspective a bit too far, but that all proved wrong. We and our students have lots of things in common. Most importantly, our collaboration has produced some provocative and potentially useful outcomes as a permanent legacy of the NJDHE grant.

Here are the specific outcomes from our work together:

1. During the fall 1988-89 semester, we and our students jointly designed, conducted and reported on a survey of **The Market for Foreign Language Translation Services and Bi-Lingual Employees among Corporations in the NJ/NY Metro Area**. Results and projections from the survey have led directly to additions and changes in the foreign languages program at MSC.
2. A number of survey respondents and other businesspersons have inquired about hiring MSC graduates. This has been a direct outgrowth of the raising of expectations that occurred when we conducted our survey.
3. Dr. Engelbert wrote a script for a 15-minute video program, "Perspectives," that was directed by Dr. Wayne Bond. The cast of four included Dr. Scipione as the insensitive American businessman John Ford visiting his foreign counterparts (played by Dr. Ramon DelGado and Mr. Jose Magdaleno) in Mexico City (to set up a production plant in Tamaulipas). The Mexican secretary is played by Elena Rodriguez.
4. "Perspectives" was shown to two of Dr. Scipione's undergraduate classes and his one MBA class and to one of Dr. Engelbert's undergraduate classes. The program was used to stimulate discussion about the importance of knowing about the culture, geography and social customs as well as the language of another country. The discussion by students in one of Dr. Scipione's classes was

videotaped and you will also have a chance to view that discussion as well as "Perspectives".

5. Dr. Engelbert has written a revised course outline for her introductory language classes in Portuguese and Spanish. Comments by Dr. Scipione's business students about their opinions of the current introductory GER foreign language classes indicated the need for a real change of emphasis.
6. Dr. Scipione has written a two-period outline for an instructional module built around "Perspectives" that could be added to the School of Business's courses in International Marketing and International Business Management.
7. Drs. Scipione and Engelbert are developing a proposal for a foreign languages minor for MSC business majors and for the development of a 3-credit Introduction to Business course that the School could offer to students in the humanities, social sciences, and math and sciences.
8. Drs. Scipione and Engelbert are co-authoring papers that will be submitted to refereed journals in their respective disciplines based on their year of NJDHE grant collaboration.
9. And last, but not least, Drs. Engelbert and Scipione have become good friends and hope to continue their collaboration. Toward that end, Dr. Engelbert wants to learn more from Dr. Scipione about the business world and how to use Macintosh computers. And Dr. Scipione hopes to take language instruction in Italian in Dr. Engelbert's department. The beat goes on!!

Anthropology and Health Professions

Dr. Marcha Flint

Dr. Catherine Paskert

The targeted courses revised by Flint and Paskert were "Cultural Anthropology" and "Physical Anthropology" and "Health for Personal Living". (Paskert now feels that these major courses can be enhanced by the introduction of materials gleaned during her work with Flint, for example "Foundations of Health Education" and "School and Community Health Service Programs".) As might be anticipated, the urgent topic of AIDS provided a major focus in the study of disease in all three courses. Given the relative recentness of AIDS and the rapid appearance of theories and treatments, not to mention the proliferation of misconceptions and misinformation, team members had the challenge of keeping up to date on the information they disseminated to students. Their efforts included organizing discussions to implement the activities that comprised the spring day-long program organized by the College's AIDS Task Force.

Anthropologist Flint chose to emphasize the topic of alternative medical procedures both within Western societies and cross-culturally. Her medium is a film, "Paranormale Heilmethoden auf den Phillipin", which documents non-invasive surgery as it is practiced in the Philippines. Her motivation is "to open the students' eyes and minds to viewing healing and illness as different from culture to culture". To judge from the strong reactions of the project participants to the film, we think she has selected a highly effective medium, indeed.

Two of the unique features of this project were the high degree of interactive teaching that occurred and the emphasis on critical thinking; students were asked to analyze several articles on AIDS and to evaluate them. Paskert and Flint planned their work by scheduling sections of courses with a common meeting time as the basis for their collaboration. Throughout both semesters students from their respective courses attended combined sections in which the professors taught together as a team; this most likely was a unique experience for most students, enabling them to observe how similar or identical subject matter can be approached from different perspectives.

Dr. Michael Swerdlow, the consultant for this activity, aptly commented that "helping students to internalize an anthropological stance can provide the basis for 'mini' ethnographic studies of risk-taking behaviors among their peers which would entail interdisciplinary collaboration between anthropology and health education faculty." He further raised a challenging question for the team to explore: "Why has the striving for health become such a preoccupation for so many Americans? What does it suggest about our culture?"

Anthropology and Health Education

Dr. Marcha Flint and Dr. Catherine Paskert Schedule of Activities

Fall, 1988:

Two sections of Cultural Anthropology (Flint) and two sections of Health for Personal Living (Paskert) were involved in an exchange of instructors following this schedule:

In the 11th week of the term, a short film on AIDS was shown to two different sections of both classes which met at the same time. In these co-joined classes Catherine led a discussion of this film which included an update and the key recommendations of the President's Task Force on AIDS. During the class meetings the rest of that week, each instructor concentrated on disease issues.

In the 12th week of the term, a 50-minute film about non-invasive surgery as performed by Philippine religious leaders-surgeons was shown to two different sections of these cojoined classes at different hours (8 a.m. and 9 a.m.). On a different day, Marcha led a discussion of this film in Catherine's classes and in her own classes about alternative medical practices in our culture and also cross-culturally.

We would like to note that what we did in our exchanges of curricula for the modules collaborated on did not necessitate any great modifications in the courses we were teaching in the fall of 1988 and spring of 1989. Rather, we enriched each other's curricula by broadening the chosen content of these segments of our courses. This particular film is rather graphic in regard to surgery and removal of body fluids and bits of tissue. It is a film that makes the students remember, question and explore their own perceptions about healing and illness in our culture. After their initial shock at seeing a very different type of healing ceremony, most of the students start to think about the use of religion (which was shown in the film) as it relates to healing; our cultural concepts of health care; how Western physicians use "magic" in healing and our cultural belief system concerning the role of those who are ill and how they are treated in our culture. We have always had animated and good participation in discussion groups, after this film.

Our intent in showing such a film is to open the students' eyes and minds to viewing healing and illness as different from culture to culture and to stimulate students to think about their own cultural beliefs about illness and health. A student who starts to question our cultural beliefs about medicine and how we

value and view the physician in our own culture is a student who has learned to think.

Format Utilized: The format for these combined sessions included classroom discussions, questions-answers and some lecturing. We also exchanged syllabi, bibliographies and other educational materials.

Module sections of the above classes that dealt with diseases (e.g. AIDS and cardio-vascular problems and cancer) were the focus of the exchange of written information, classroom discussions and resource materials such as videotapes, overhead projections and xeroxed articles. With these pedagogical methods and materials our exchanges were easily facilitated.

Spring, 1989:

One section of two courses, Physical Anthropology (Flint) and Health for Personal Living (Paskert) were involved in this term's exchange of instructors and materials. On April 11th, 1989, the All College AIDS Awareness Conference took place on campus. Students in both our classes attended this conference, at which Catherine co-chaired a session.

The following week, we and our students met as a joint class and discussed what we had heard and our reactions to this conference. Catherine then handed out an article by James Kilpatrick questioning whether there is truly an epidemic of AIDS and another article concerned with heterosexual AIDS transmission by N. Hearst and S.B. Hulley. These were to be discussed on April 28, 1989 in another joint class.

At this class meeting, the cojoined classes met in small discussion groups to react to the articles they had been given. They were to: (1) Make a judgment (conclusion) about the articles read; (2) Support this judgment with persuasive arguments; (3) Provide evidence for this support. The students' oral conclusions were then briefly discussed in this class and they were assigned papers to be handed in and later tabulated (as to their opinions about the two articles on AIDS).

Then in early May, Catherine came to Marcha's Physical Anthropology class to talk about infectious diseases and non-infectious diseases. The next day, Marcha went to Catherine's Health for Personal Living class and talked about catastrophic diseases such as cancer and cardio-vascular problems in non-western cultures, as well as beliefs about the causes of illness in much of the non-western world.

Two days later, during this same week, another cojoined class was held and both Marcha and Catherine discussed caring for terminal patients in the U.S.A. and in different cultures.

Format Utilized: One section each of Physical Anthropology and Health for Personal Living were joined for two class sessions and we each were visiting professors in each other's class for one session. All students in these classes were required to go to the All College AIDS Awareness Conference, with other students at MSC.

We have also ordered books and journals we share an interest in, dealing with health and illness cross-culturally, and we also attended a lecture by Dr. Cynthia Beall, a physical anthropologist, the evening of May 22, 1989, at the New York Academy of Sciences. The topic was Tibetan adaptation to high altitude and the health repercussions of this adaptation.

Results of this Exchange: We both hope to be able to utilize what this exchange brought us in our future classes.

For Marcha, the methods of critical thinking will be utilized in project assignments and time will be allocated in classes for more group processes; a section on AIDS will now be included in both Cultural and Physical Anthropology GER courses, as this is a topic of concern to and of research by anthropologists in other cultures. The inclusion of health perspectives in the United States will receive more emphasis than it has before, with a concentration on ethnic differences in health in the U.S.A.

For Catherine, the global international perspective on illness and health will be included in her course on Health for Personal Living, a GER course, and the Study of Human Disease, an advanced course, required of majors in Health Professions. The inclusion of materials describing how cultures view illness from a non-natural etiology will also be included in these courses, as well a greater emphasis on cross-cultural data in health and illness.

We both hope to use what we have learned from each other in our classes next term. We also feel that this exchange was an enriching experience and one that allowed us to share our contrasting backgrounds with each other, as well as with our students.

MONTCLAIR STATE COLLEGE
Department of Anthropology

Dr. Marcha Flint

CULTURAL ANTHROPOLOGY
Spring, 1989

COURSE OVERVIEW:

The purpose of this one semester course is to introduce students to the science of anthropology, with its goals and expectations. Emphasizing anthropological themes and methodologies, a major focus of this course is to assist students in acquiring an objective, ordered and liberated understanding of humankind and its varied cultures.

COURSE REQUIREMENTS:

1. READINGS in the following textbooks with chapters as indicated in the TOPICAL OUTLINE on the next page:

HAVILAND, W. CULTURAL ANTHROPOLOGY, Holt, Rinehart and Winston, N.Y. 1986 (5th ed.) THIS IS YOUR MAIN TEXTBOOK.

ANGELONI, E. (ed.) ANTHROPOLOGY 88/89, Annual Edition, The Dushkin Publishing Co., Guilford, Ct. 1988.

2. WRITTEN REPORT:

You are to write a 5-6 page report on one aspect of cultural anthropology that you have been assigned in your readings. Discuss any controversial views and include your own analysis. THIS PAPER IS DUE MAY 1 OR MAY 2, 1989.

3. THREE QUIZZES:

At appropriate intervals throughout this term, 3 quizzes are scheduled.

4. CLASSROOM DISCUSSIONS:

We will have classroom discussions, based on your reading assignments, as outlined in the Topical Outline on the next page.

5. FILMS:

These will be shown at appropriate intervals and will become part of the classroom discussions.

TOPICAL OUTLINE

CULTURAL ANTHROPOLOGY

Week of:

- | | |
|--------------|---|
| Jan.23-27 | The Nature of Anthropology. H:Ch.1; A:1,2,3,9 |
| Jan.30-Feb.3 | The Nature of Culture. H:Ch.2; A:5,6 |
| Feb.6-10 | The Beginnings of Human Culture. H:Ch.3; A:7,29,39 |
| Feb.13-17 | FILM: THE MAN HUNTERS (Feb.13 & 14). Language and Communication. H:Ch.4; A:9,10,11,12 |
| Feb.20-24 | Culture and Personality. H:Ch.5; A:4,8,13,17,22,31 |
| Feb.27-Mar.3 | FIRST QUIZ (Feb.27/28). H:Ch.1-5; A:articles above. Patterns of Subsistence. H:Ch.6; A:14,15,16,18,40 |
| Mar.6-10 | Economic Systems. H:Ch.7; A:23,25 |
| Mar.13-17 | Marriage and the Family. H:Ch.8; A:24,26-30 |
| Mar.20-26 | SPRING VACATION, OUTLINE OF TERM PAPER DUE Mar.27/28 |
| Mar.27-31 | Kinship and Descent. H:Ch.9 |
| Apr.3-7 | Age, Common Interest Groups & Social Stratification. H:Ch.10. Political Organization and Social Control. H:Ch.11; A:21,35 |
| Apr.10-14 | Political Organization and Social Control. Religion and Magic. H:Ch.12; A:34,36 |
| Apr.17-21 | SECOND QUIZ (Apr.17/18). H:Ch.6-11; Articles above <u>only</u> (not Religion and Magic). Religion and Magic |
| Apr.24-28 | FILM ON RELIGIOUS RITUALS--Non-Print Media Center Library (Apr.24/28). The Arts. H:Ch.13 |
| May 1-5 | <u>TERM PAPER DUE MAY 1/2</u> . Culture Change. H:Ch.14; A:15,20,42 |
| May 8-12 | FILM: "The Cave Paintings of LesCaux; the Sound of Jungle Music" (May 8/9). In classroom. Future of Humanity. H:Ch.15,16; A:18,37,38. |
| May 15-22 | FINAL EXAM WEEK: Classes at: 5:15 p.m., May 15, 9 a.m., May 18 at 8 a.m. in classrooms. |

MONTCLAIR STATE COLLEGE
Department of Anthropology

PHYSICAL ANTHROPOLOGY

Dr. Marcha Flint

COURSE OVERVIEW:

The student is introduced to a survey of the field of physical anthropology in this course. Emphasis is placed on human osteology, taxonomy, evolution of mammals and primates, primate ethology, human evolution, race, growth and development and human adaptation. Culture, as it affects man's physiology, is also stressed in this course.

COURSE REQUIREMENTS:

1. Readings in the following textbook with chapters as indicated in the Topical Outline on the next page:

Weiss, Mark L. and Alan E. Mann. HUMAN BIOLOGY AND BEHAVIOR: AN ANTHROPOLOGICAL PERSPECTIVE, Little Brown and Co., Boston, 4th Edition, 1985.

2. A Field Trip:

The American Museum of Natural History will be visited in order to study the variations of human populations as well as fossil casts of mankind's evolution. A field trip questionnaire will be answered by the student and handed in for credit.

3. Term Paper:

Should a student not be able to go on the required field trip, for whatever reason, a term paper on one of the topics covered in this course will be accepted, instead.

4. Quizzes:

There will be three quizzes given throughout this term, after each appropriate segment of this course has been covered (see Topical Outline).

5. Films:

Films on evolution and primatology will be shown at appropriate intervals throughout this term (see Topical Outline).

TOPICAL OUTLINE

Physical Anthropology
Week of:

Dr. Marcha Flint

- Jan.25-27 Introduction to fields of physical anthropology:
fieldwork methodologies. Preface, Ch.1, pp.1-10
- Feb.1-3 Parts of skeleton; anatomy relevant to course.
Ch.11, pp.459-467
- Feb.8-10 Taxonomy; roles of physical anthropologists. Ch.4,
pp.117-118
- Feb.15-17 Concepts of evolution; adaptations from early
vertebrates to present humans. Ch.2, pp.10-21;
Ch.3, pp.71-115; Ch.4, pp.120-145. Film: "Origins
of Evolution"
- Feb.22-24 FIRST QUIZ: Feb. 24th
- Feb.29-Mar.2 Primatology--Taxonomy, living primates, primate
behavior. Ch.5, pp.147-164; Ch.7, pp.223-258.
Film: "In Search of the Great Apes"
- Mar.14-16 Primate evolution--Paleocene to Miocene forms.
Ch.6, pp.177-220
- Mar.21-23 Pliocene primates (Australopithecenes) and early
Apr.4-6 Pleistocene forms. Ch.8, pp.261-282; Ch.9, pp.285-
337
- Mar.28-Apr.3 SPRING VACATION
- Apr.11-13 Homo sapien forms. SECOND QUIZ, Apr.11
- Apr.18-20 Genetics--Concepts of DNA; RNA; Populations. Ch.2,
pp.23-69; Ch.10, pp.339-387. Film: DNA, RNA
- Apr.25-27 Genetics; Human Variations and Adaptations.
Ch.11,12,13, pp.389-523.
- Apr.30 MUSEUM OF NATURAL HISTORY TRIP (10 A.M.-2 P.M.)
- May 2-4 Human Variations and Adaptations;
- May 9-11 FIELDTRIP WRITEUP DUE MAY 9
- May 16 Review of Genetics and Human Variations and
Adaptations

MONTCLAIR STATE COLLEGE
School of Professional Studies
Department of Health Professions

0837-101 Health for Personal Living

Dr. Paskert

Textbook:

Levy, Marvin R., Mark Dignan and Janet H. Schirreffs. Life and Health. (5th Edition). New York: Random House, 1987.

Course Objectives:

The purpose of this course is to provide you with the opportunity to:

1. Examine the nature, causes, and prevention of selected contemporary health problems.
2. Investigate the relationship between lifestyle and health status and focus on the importance of assuming the primary responsibility for maintaining a high level of personal wellness.
3. Use various assessment instruments and decision-making techniques to arrive at informal conclusions about your own personal health status.
4. Plan and implement a personal health behavior change and evaluate the outcome.
5. Examine different types of health care products and services and evaluate their reliability in the prevention and management of health/medical problems.
6. Identify and evaluate accounts of health-related information in the mass media such as newspapers, magazines and television.

Course Outline:

1. Introduction
 - A. A modern concept of health.
 - B. The association between lifestyle and health status.
 - C. Health promoting assessments, decision making procedures and behavioral change techniques.
2. Emotional Health

- A. Understanding emotional health, stress management and mental illness.
- B. Understanding substance use and abuse.
- 3. Physical Health
 - A. Maintaining physical fitness.
 - B. Meeting nutritional needs; understanding weight control.
 - C. Selecting and evaluating health care products and medical services.
- 4. Human Sexuality and Reproduction
 - A. Perceiving human sexual behavior.
 - B. Understanding human reproduction and birth control.
 - C. Reflecting on marriage and parenthood.
- *5. Selected Current Health Concerns
 - A. Preventing and managing communicable diseases.
 - B. Preventing and managing chronic and degenerative diseases.
 - C. Comprehending aging and the later years.
 - D. Examining major environmental health issues.

Course Responsibilities:

- 1. Regular attendance and active participation in class activities.
- 2. Advance reading from text and other sources.
- 3. Periodic tests as follows: Test I., content areas 1 & 2; Test II., content areas 3 & 4; Test III., content area 5.
- 4. Projects. See handouts related to required project and project options.

Course Evaluation:

Basis for determining your grade in this course:

- 1. Contributions to class activities including the completion of required reading and special assignments. (10%)
- 2. Projects. Required project (20%). Project option (10%).
- 3. Tests (60%)

FALL SEMESTER 1988

0837-0101 HEALTH FOR PERSONAL LIVING

9/2	Modern Concept of Health
9/7	Lifestyle-Health Status; National Health Objectives-1990
9/9,9/12	Mental Health
9/14	FILM "For A Change" (Changing health behaviors). Project Assignment - Personal Behavioral Change/Modification
9/16,9/19	Stress FILM "Taking It In Stride: Positive Approaches to Stress"
9/21,9/23	Smoking
9/26,9/28	Alcohol
9/30,10/3	Other drugs
10/5	FILM "Smokable Cocaine"
10/7	TEST I.
10/10,10/12, 10/14	Nutrition
10/17,10/19	Weight Control
10/21,10/24	Consumer Health - Products and Services
10/26,10/28	Physical fitness
10/31,11/2, 11/4,11/7	Human Sexuality
11/9	Planned Parenthood Representative
11/11	FILM "Together With Love" (Lamaze)
11/14	TEST II.
11/16,11/18	Infectious Diseases
11/21,11/23	Sexually Transmitted Diseases
11/28	FILM "AIDS: Facts and Fears, Crisis and Controversy"

11/30, 12/2, 12/5	Cancer and Selected Noninfectious Diseases
12/7, 12/9	Diseases of the Heart and Blood Vessels
12/12	FILM "To Stay Alive" (Heart Diseases)
12/14	Return and discuss projects
12/16	Summary and review for Test III.

SUGGESTED READINGS FOR HUMANITIES ACROSS THE DISCIPLINES

- Baumens, E. 1978 The Anthropology of Health, St. Louis: The C.V. Mosby Co.
- Brink, P. 1979 Culture, Disease and Healing, New York: Macmillan.
- Brownless, A. 1978 Community, Culture and Care: A Cross-Cultural Guide for Health Workers, St. Louis: C.V. Mosby Co.
- Ehrenreich, B. and J. Ehrenreich 1971 The American Health Empire: Power, Profit and Politics, New York: Random House.
- Eisenberg, L. and A. Kleinman (eds.) 1980, The Relevance of Social Science for Medicine, Dordrecht, Holland: D. Reidel Publishers.
- Harwood, A. (ed.) 1981 Ethnicity and Medical Care, Cambridge: Harvard University Press.
- Hofoss, D. and P. Hunt 1981 "The Relationship Between Action and Research in Health Policy," Social Science and Medicine, 15:371-375.
- Ingman, S. and A. Thomas (eds.) 1975 Topias and Utopias in Health, The Hague: Mouton Press.
- Kleinmann, A., et al. (eds.) 1975 Medicine in Chinese Cultures: Comparative Studies of Health Care in Chinese and Other Societies, Washington, D.C.: USGPO, DHEW Publication (NIH) #75-653.
- Knowles, J. 1977 Doing Better and Feeling Worse: Health in the United States, New York: W.W. Norton.
- Kosa, J. and I. Zola (eds.) 1975 Poverty and Health: A Sociological Analysis, Cambridge: Harvard University Press.
- Low, S. 1985 Culture, Politics and Medicine in Costa Rica, New York: Redgrave Publishing Company.
- Marieskind, H. 1980 Women in the Health Systems, St. Louis: C.V. Mosby Company.
- Marsella, A. and G. White (eds.) 1984 Cultural Conceptions of Mental Health and Therapy, Dordrecht, Holland: D. Reidel Publishing Company.
- Miner, H. "Body Ritual Among the Nacorima," 1988. In Angeloni, 3 Ed., Anthropology 88/89, Pushkin Publishing: NYC.

Moore, L., VanArsdale, Glittenberg, Aldrich R., 1980, The Biocultural Basis of Health, Waveland Press, Inc.: Illinois, pp.149-169.

Stein, H. 1980 The Psychodynamics of Medical Practice: Unconscious Factors in Health Care, Berkeley: University of California Press.

READING LIST

- "AIDS: Epidemiological and Clinical Studies", Reprints, The New England Journal of Medicine. Massachusetts Medical Society, 1987.
- Brand, David, "Searching for Life's Elixir", Time, (cover story), December 12, 1988, pp.62-66.
- "Chronic Disease Reports in the Morbidity and Mortality Weekly Report", (MMUR), Supplement, February 3, 1989, Vol. 38, No. S-1.
- "Confronting AIDS: Update 1988", Institute of Medicine National Academy of Science. National Academy Press, 1988.
- Corless, I.B., Pittman-Lindeman, AIDS: Principles, Practices and Politics. Washington: Hemisphere Pub. Co. (subsidiary of Harper & Row), 1988.
- Fettner, A.G., Check, W.A. The Truth About AIDS: Evolution of an Epidemic. New York: Holt, Rinehart and Winston, 1985.
- Hearst, N., Hulley, S.B. "Preventing the Heterosexual Spread of AIDS: Are We Giving Our Patients the Best Advice?" JAMA, April 22/29, 1988 - Vol.259, No.16.
- Kilpatrick, James, "AIDS is Neither 'Epidemic' nor 'Tragedy,'" Newark Star-Ledger, June 10, 1988.
- Masters, W., Johnson, V., Kolodny, R., Crisis: Heterosexual Sexual Behavior in the Age of AIDS. Grove Press, 1988.
- Shilts, R., And the Band Played On. St. Martin's Press, 1977.
- Jaroff, Leon, "The Gene Hunt", Time, (cover story), March 20, 1989, pp.62-71. McKenna, and J. Shea, "How to Cut the Risk of Cancer," FDA Consumer, April, 1988, pp.22-25.

Economics and History

Dr. Solomon Honig

Dr. Joel Schwartz

Dr. Honig identified "Urban and Regional Economics" and "Public Policy Toward Business" and Dr. Schwartz chose "The United States Since 1876" and "American History Since 1880" for the inclusion of materials and insights gleaned from their interaction. Both welcomed the opportunity to work together in a structured way. They feel that they would have collaborated at some time in the future anyway, because of the overlapping nature of their professional interests: the modern city and its relationships to our typical "semi-monopolistic firms" and federal policies designed to limit corporate power.

Having developed pairs of topics for collaborative readings and discussions between themselves, Honig and Schwartz, in essence, educated each other with respect to the most contemporary theories and research data in their respective fields of economics and history. Unlike other project participants, they did not inform students about their mutual exchanges, which took place at the college in the form of long discussions about the readings they were sharing. Instead, they approached their teaching as if the courses were being taught just as they have been since the introduction of the G.E.R. in 1983; it was their belief that the students, who tend to be uncomfortable with tentative or debatable theories and conclusions, might have felt even more insecure, had they known there was anything new or experimental about these courses.

Dr. George Sternlieb, who served as an outside consultant to Honig and Schwartz, praised interdisciplinary studies for their capacity to "generate a dimension of insight that may be lacking when the same material is presented within traditional departmental discipline confines." At the same time he sounded an important cautionary note by reminding the group of the danger of interdisciplinary work's becoming "soft and amorphous" in the absence of clearcut structures. Given the scattered and inconsistent nature of the students' backgrounds and degrees of intellectual preparation, Sternlieb strongly urged Honig and Schwartz to attempt to schedule their expanded courses in chronological sequence, the better to facilitate the students' efforts to achieve intellectual control of the new as well as the traditional materials presented in the courses.

Economics and History

Dr. Solomon Honig and Dr. Joel Schwartz

INTRODUCTION

At first glance, interdisciplinary approaches would appear inevitable between the two venerable components of the social sciences, history and economics. The study of history and the discipline of economic analysis are quite compatible and complementary in a humanistic education. History provides the illustrative materials that stimulate thought and reinforce understanding of economic processes and results. Economics illustrates the underlying forces that shape historical events. Very often, recorded statements of historical personages are self-serving or exaggerations, whose validity is belied by economic logic and reality.

On the basis of countless conversations, Professors Honig and Schwartz knew that from different perspectives they were covering much the same ground, often lecturing on identical topics. They both taught courses related to urban studies and the development of recent American history and social policy. They also shared collateral interests, strongly reflected by their research involvements. One of Professor Honig's interests centered on urban economics, another on the development of modern American industrial organization and its regulation by government. Professor Schwartz is a specialist in urban history, particularly suburban growth. He is also interested in the history of industrial development in the United States. They share a fascination with the longitudinal growth of firms, institutional behavior, and modern political ideologies. They often spend their office hours debating test cases and "what if" scenarios.

They might have gotten around to some sort of collaboration without a formal structure when Professors Julia Dutka and Sharon Spencer in spring, 1988, suggested their involvement with an interdisciplinary program, "Strengthening Humanistic Perspectives Across the Curriculum." The invitation allowed Professors Honig and Schwartz to collaborate on the revision of several courses that they generally taught at the college. They expected that these revisions would benefit from substantive and procedural insights derived from the other's disciplines. Having often talked about combining forces, Honig and Schwartz concluded, "Why not now?"

They ventured forward with the full awareness, however, that while their disciplines had potentially a great deal to say to each other, they did so on different wavelengths. This "failure to communicate" had been building for two decades for reasons that are not hard to see. American history has remained strongly influenced by liberal and positivist viewpoints, which emphasize the impact of public interventionist policies, the triumph of the regulatory

state, and the growth of national power. While recent explorations into the "forgotten" contributions made by women, blacks, and the working class have added an important dimension to theories of how institutions have developed, the general emphasis of these new approaches, particularly in their "advocacy" phase, has been to broaden the involvement of these "newcomers" into the activities of the all-encompassing national state.

Modern economics has traveled along a starkly different route. Led by Nobel laureates Milton Friedman and James Buchanan, it has eschewed the insights of the "institutional school" and rejected much that has been written and advocated by Keynesians, the proponents of government-intervention. Along the way, Friedman and Buchanan have established an intense new respect for the discipline of the marketplace and for the distributive powers of prices and interest rates. They have resurrected faith in "economic man," that utilitarian bundle of market incentives and punishments that economists since Adam Smith believed lay at the heart of individual and group behavior. Their insights offer a fundamental new way of understanding a host of economic phenomena--and the social and political developments hitherto rejected as susceptible to economic analysis. Not only do contemporary economists tackle such questions as, "Why has the modern American economy developed giant, semi-monopolistic firms?" or, "Why has federal anti-trust policy failed to limit corporate power?" but also, "Why have northeast cities declined?" and, "Why do suburbanites cleave to all-white enclaves?" To these questions, modern economics and history offer profoundly different answers.

DEVELOPING A COMMON GROUND

Professors Honig and Schwartz entered the interdisciplinary realm as hopeful agnostics, wondering whether they could find any common ground. More to the point, they questioned whether an economist and an historian could develop interdisciplinary approaches that would be intellectually satisfying to them as well as stimulating to their students. They decided to explore these issues by working with four courses that already appeared to have the maximum overlap: History 118: America Since 1876; History 320: American Urban History Since 1880; Economics 304: Public Policies; and Economics 310: Urban Economics. These courses provided the greatest scope for interdisciplinary approaches on a tentative basis. They found a natural pairing between Schwartz's urban history and Honig's urban economics courses. Urban Economics was to be offered in the fall of 1988. Similarly, another collateral course offering in both departments was Public Policies Towards Business paired with America Since 1876. The Public Policies course deals with governmental response to economic and historical developments of the late nineteenth and early twentieth centuries.

As their collaboration grew, Honig and Schwartz intensified their exchange of books and articles. As time went on, their conversations about ideas, their "what if" scenarios grew more animated and more clearly directed toward specific classroom encounters. They devised a procedure for collaborating on their course revisions. Meetings early in the fall of 1988 focused on a number of parallel areas which they hoped would permit a fruitful exchange of reading suggestions and discussions. In the course of their preparations, they encountered recent contributions to the literature that bridged both their disciplines. For example, the recent series of studies on the early development of the telephone industry, published by Johns Hopkins University Press, blends the themes of regulatory response, technological growth, and economic competition. The initial readings led them to formulate an outline of themes for their courses for further discussion and additional reading recommendations.

The tentative areas for collaborative readings were built upon their mutual contributions, as indicated by the following pairings:

**Study Focus for
the Historian**

1. The economics of 19th century trusts and cartels.
2. Neighborhoods as a collectively consumed public good.
3. The economic development of metropolitan public utilities.
4. The economics of regulation.

**Study Focus for
the Economist**

1. The history of specific industries in the 19th century.
2. The historical growth of neighborhoods and suburban towns.
3. The historical background to regulatory and antitrust policy.
4. The corporate response to historic social and labor tensions.

To parallel these study foci, a number of corresponding readings were suggested across the barriers of the respective disciplines.

Suggested to the Historian

1. A.D. Chandler, The Visible Hand
2. J. Buchanan, "The Economic Theory of Clubs,"

C. Tiebout, "An Economic Theory of Local Public Goods," Journal of Political Economy, (1956)
3. L. Telser, (Chicago: 1987)
4. H. Demsetz, "Why Do We Regulate Electric Utilities?" Journal of Law and Economics, (1968)

Suggested to the Economist

1. B. Schwartz, The Economic Regulation of Business and Industry -- A Legislative History, (Chelsea House: 1973)
2. J. Schwartz and D. Prosser, Cities of the Garden State
3. R.D. Cuff, The War Industries Board, (Johns Hopkins: 1973)
4. S.D. Brandes, American Welfare Capitalism, 1880-1940, (Chicago: 1976)

EXPLORATORY IMPLEMENTATION

From the outset Professors Honig and Schwartz determined to maintain a low-key approach to this interdisciplinary experiment, beginning with an agreement not to present their venture with any fanfare. As far as students were concerned, Honig and Schwartz would teach economics and history the way they were always taught. They adopted this caution for two basic reasons. The first was the fact that these courses have served the general-education requirements of the college and were heavily subscribed by students who took them for GER purposes. Consequently, a wide variety of students, from all kinds of majors, tend to be enrolled; only a small minority in the history courses, for instance, are history majors. The second reason tends to be the prevailing instrumental attitude of many undergraduates, who approach history, economics, and many other courses with the question: "What do we need to know about this material so that we can pass the final exam." Intellectual dialogue may be the wellspring of the interdisciplinary approach, but undergraduates remain uneasy with points that are "debatable." They want final, conclusive answers. They do not like ambiguous evidence, "iffy", hypothetical constructs, or being presented with more than one "school" of thought. For all these reasons, they decided to avoid advertising beforehand that they would be taking new, even experimental approaches to course conduct or that our students would be guinea pigs in a previously untried program.

Only Professor Honig was able to introduce a tentatively revised curriculum during the fall of 1988. He was scheduled to teach both of the economics courses that had been targeted for curriculum revision. Honig's goal was to broaden the perspective students usually bring to economics courses. Most of the students enrolled in Urban Economics and in Public Policies Towards Business are economics majors with a small percentage of business majors, and an even smaller group of liberal arts students.

Professor Honig made a decision to reduce the emphasis on overly technical analysis for a more discursive approach that might be expected to produce broad social and political insights. Writing was emphasized through increased written homework assignments that were read in class, discussed and collected for evaluation by the instructor. There was a greater reliance in the syllabi of both courses on additional readings beyond those available in the conventional textbook. The goal was to unlock the inclination of students to form and express their opinions when they feel confident about the issues and have a firm command of the basic information. Their reticence in public speaking, it was hoped, would be overcome if they had to grapple with the material. Words seem more accessible to many, if not most, of our students, than numbers, algebra, or geometric diagrams. Writing builds confidence was the educational credo that was followed.

The specific volume of readings assigned in the Public Policies course as the basis for most of the writing assignments was Economic Liberties and the Judiciary (Cato Press, 1987). This was a very readable collection that combined historical events with very literate economic analysis. The student response reflected a wide range of abilities and motivation. Most students took a very serious approach to the assignment, once they absorbed the lesson that more was expected than a written summary of the assigned reading. They were expected to comment and to react to the statements and assertions.

In the Urban Economics course, in addition to a supplementary set of readings, the strategy included group projects. Students were arranged into semester-long groupings of three, triads. Individual triads were responsible for oral presentations of specific reading assignments in the supplementary volume of readings.

A more extensive basis for triad group activity was a term-long project which required students to investigate selected aspects of the urban economics of their individual community. Periodically, students met with their triad groups to conduct a comparative analysis of their communities. The students had to obtain wages, historical background and statistics about their respective communities. The maps were used to identify specific areas of local activities within their respective towns. They were assigned to make graphic comparisons of such statistical patterns as crime rates, housing prices, property taxes, median income, and local public expenditures. Their results were presented for general discussion in class and then collected for evaluation. Each student was responsible for a term paper which summarized his/her findings dealing with the economic basis, level of well-being, and the problems of his/her town. The papers concluded with a personal analysis of prospects for the future of students' respective urban communities.

Although maps are a frequently used teaching device in history, they are rare in economics courses. Maps were, however, found appropriate for many of the topics in urban economics. They were used to demonstrate the historical evolution of urban areas under the impact of transportation and other technological forces. Fortunately, Professor Honig was able to utilize the extensive map archives of the New York Public Library. A 1797 map of Manhattan showed the small city at the tip of the island with its surrounding suburban fringe. From it, students could glean details about the political and social institutions of the time. The expansion of the physical size of the city through landfill (in response to rising land values) could easily be identified by comparison with more recent maps.

Professor Honig's course on Public Policies Towards Business deals both with the theory of market failure and the theory of

public intervention into the market. It is an extensive survey of the evolution of public regulation and related policies. There is an emphasis on weighing the costs and benefits of various regulatory methods in comparison to alternative remedies such as those created by the market. For example, consumer fraud may be an area for governmental action but the cost of such action should be evaluated against the effect of market reaction to firms that deceive consumers. Economists point out that such firms are subject to sullied reputations and to the lost earnings from disaffected patrons. Government intervention may actually undermine this self-disciplinary mechanism against deceptive and fraudulent business practices.

Historical events were crucial stimuli for the inception and development of anti-trust policy, consumer protection legislation, and other regulatory institutions. This historical background is crucial for understanding the cycles of government intervention versus reliance on market forces. Two useful books with extensive historical illustrations are Jonathan Hughes, The Governmental Habit (Basic Books), and Robert Higgs, Crisis and Leviathan (Pacific Research).

The topic of housing is particularly rich with historical material and perspectives. The infusion of historical illustrations was particularly appropriate in describing the transition of neighborhoods and the transformation of physical structures to new uses. It highlighted how the market responded to population changes and the relative demands of different economic and social groups. The concern for homelessness was put into an historical context by identifying the market response to inadequate housing in past periods, such as the institution of taking in lodgers.

Another useful historical contribution to the Urban Economics course deals with the formation of suburbs and towns. Certainly, the growth of new communities reflected technological and demographic changes. But it also reflected a desire for distance among social and economic groups facilitated by technology and often abetted by housing and highway policies. A good source of relevant material is Kenneth T. Jackson, The Crabgrass Frontier (Oxford University Press, 1985).

Fortunately, a number of good documentaries were available on video cassettes appropriate for both economics courses. These deal with economic history and with current policy debates such as regulation of cigarette advertising and housing the urban poor. In the future, the courses will use a videotape dealing with the urban legacy of Robert Moses and another on the emergence of the nineteenth-century industrial tycoons.

Professor Schwartz, less ambitious about course revisions at this stage, embarked upon a more systematic injection of economic

analysis into the existing curriculum. The results were a good deal of intellectual ferment among his students--and a few uncomfortable exchanges, as everyone had to wrestle with new, sometimes discomfiting ideas. This can be illustrated by several cases in point. As part of a general discussion of materials relating to the history of immigration after the Civil War, Professor Schwartz emphasized the economic calculations behind family strategies for gaining footholds in the New World city. He talked about the economic reality that these family earners had few "human resources" beyond strength (among the males) and certain hand skills (among the females) and, therefore, could not command skilled wages. He emphasized as a consequence how important it was that these cities had sweatshops and cheap (in terms of rent, not space) slum tenements; that they lacked minimum-wage and child-labor laws; and that they could not enforce strictures against child- and wife-abuse. In short, he treated the immigrant family as a tight-knit economic engine ("family economics" in the new argot)--and his students were aghast! The questions flew: What about indecent slums? What about exploitation? What about the rights of women and children to live decent lives of their own? What about priorities to provide a sense of childhood--or at least to educate children for the future? When he argued that the harsh conditions he described created sensible family calculations and the strong incentives for hard work and savings that would eventually take a generation out of the slums, the students were not mollified.

He touched off fireworks, however, when he applied the notion of market disciplines to the historic trends in homelessness, a subject of deep interest to most students. He showed his students pictures of crowded Hester Street, raising the question why people could be homeless when so many ordinary people milled about the streets during ordinary times. Perhaps, he ventured, homelessness depended upon the concept of how public space should be used. He also cited Jacob Riis' observations that there were 18,000 cheap ("nickel per night") bunks in Bowery flophouses, with the police ordered to use their nightsticks against anyone found sleeping in the street. By law-and-order fiat, there was no homelessness in the 1890's! Schwartz further explained the economics behind this miracle. He pointed out that the City Fathers fostered the Bowery as a refuge for cheap lodging by ignoring enforcement of building, crowding, and sanitary codes. Police billies gave the poor an incentive to apportion a nickel of their disposable income for lodging each night.

Professor Schwartz could cite another application in this period of the collision of market economics: the lavish federal land grants and other incentives given railroads, cattle, and mining companies after the Civil War. Students usually regard these as "ripoffs," wasteful subsidies given to exploitative capitalists who turned these early advantages into anti-social monopolies. Or, at least that is how their own version of the

conventional wisdom dovetails with their inherent populism, their suspicion of unbridled corporate power. Professor Schwartz argued that a country without "patient capital" had no choice but to provide incentives for useful development. He pointed out that in a market economy, the large-scale corporations soon dissipated these reserves and were disciplined by national and even international trends to make their operations more efficient and to keep their prices competitive. This viewpoint seemed far more acceptable to students, who perhaps see so many American corporations obviously facing the discipline of meeting overseas competition. With corporate America "up against the wall," it seems much more understandable that similar market pressures might have impacted upon fledgling firms in the nineteenth century.

Curiously enough, Schwartz's students seemed indifferent to material that regards the large-scale industrial firm as a complex, but rational organization and as the prototype and spearhead for government reform in the liberal era. They have a hard time grappling with the notion that before 1935, private firms, for whatever motives, provided the best mass housing, social insurance, unemployment stabilization, cultural activities, and other services that we implicitly associate with the welfare state. Schwartz raised the possibility that private-sector welfareism was becoming so pervasive throughout society and achieving such confidence by the 1920s that it came very close to short-circuiting the emergence of the social-welfare state. Still, this concept remained something of a terra incognita for students. For one thing, welfare capitalism collapsed with the Depression and most students, if they recognize it at all, instinctively associate it with demeaning institutions, like the tarpaper shacks in coal-mining towns. Secondly, many students have little contact with large-scale firms that offer such amenities--although they have a very acute awareness of the kind of career "perks" that they hope to latch on to after graduation. Nevertheless, their instinctive hostility to anything large--and by definition over-bearing and over-powering--makes it difficult to accept the notion that big business could have ever have been a progressive force. But Schwartz added that large corporations historically facilitated the collection of the federal income tax through payroll deductions. Light dawned!

CURRICULUM REVISION

What follows are examples of likely revisions in undergraduate offerings as stimulated by the interdisciplinary collaboration. Professors Schwartz and Honig absorbed the initial student response, the suggestions of their project advisor, Professor George Sternlieb, the comments of project participants, most notably, the suggestions of the external evaluator, Professor Stephen Collins. Their admonitions were to keep the changes as simple and straightforward as possible, and to avoid being overly ambitious.

The changes in Professor Schwartz's basic American history survey reflect this advice. The first syllabus provides evidence of a basic course that struggles for "coverage"; that attempts to survey U.S. history from Reconstruction to Reagan. Inevitably, overall themes get lost in the somewhat episodic presentation of topics. Under the circumstances, it is hard to avoid the observation that the history student becomes the bewildered tourist: "If it's the twelfth week, this must be Coolidge prosperity."

The revised syllabus reflects the introduction of stronger thematic material from economic history. Some "coverage" topics have been jettisoned to make room for key developments in the economic life of the United States: the growth of the "governmental habit"--state subsidies, mercantilist solutions to economic problems in the mid-nineteenth century; corporate-guided government regulation during the Progressive era, and federal planning (the ultimate mercantilism) during the New Deal. Jonathan R. Kesselman's essay "Work Relief Programs in the Great Depression"^{1/} brings some of the insights of econometricians into the debate over the Welfare State. It is sure to confound students who think there are easy ways the federal policy government can eradicate poverty by creating jobs.

^{1/} For full reference, please see the following course description.

Montclair State College
Department of History

History 2205: 118 History of the United State Since 1876

Required readings:

John A. Garraty and Robert A. McCaughey, The American Nation, Vol.2 (Harper & Row, 6th Ed.)
Martin J. Sklar, The Corporate Reconstruction of American Capitalism (Cambridge U. Press, 1988)
Jonathan Hughes, The Governmental Habit (Basic Books, 1977)

Course Schedule and assigned readings:

- Week 1. Introduction: America in the 1860s and 1870s. Garraty text. Hughes, Ch.2-3.
- Week 2. Repressing rebellion in the South and on the prairies. Garraty text.
- Week 3-4. Grappling with a market economy after the Civil War. Garraty text. Sklar, Ch.2-3. Alfred Chandler, "The Rise of 'Big Business' in American Industry", Business History Review, XXXIII (April, 1959).
- Week 5. Urban problems. Garraty text. Slides on Chicago development.
- Week 6-8. Regulation and the rise of the liberal state. Garraty text. Hughes, Ch.4.
- Week 7-8. Regulation and the rise of the liberal state. Garraty text. Hughes. Sklar, Ch.4-6.
- Week 9. The 1920s: Machine Age culture. Garraty text.
- Week 10-11. The Great Depression and New Deal. Garraty text. Hughes, Ch.6. Jonathan R. Kesselman, "Work Relief Programs in the Great Depression", in John L. Palmer, ed., Creating Jobs (Brookings, 1978).
- Week 12. World War II and the home front. Garraty text.
- Week 13. The Cold War at home and abroad. Garraty text. Hughes, Ch.6-7.
- Week 14. Democratic liberals and the issues of the 1960s. Garraty text.
- Week 15. Vietnam and Watergate. Garraty text.

For a variety of reasons--chiefly the difficulty of getting new courses on the books--Professors Honig and Schwartz have concentrated on revising their established urban economics and history courses, and have scheduled them in tandem. With this arrangement, students benefit from juxtaposed economic and historical analyses of major urban developments. One hour they might read and discuss the investment and managerial strategies involved in setting up street railway systems in the late nineteenth century. Ideally, the next hour they would encounter the demands made (on the system) by neighborhood residents, women, and ethnic groups. The same clash of analytic viewpoints would, hopefully, be applied to other topics like the provision of housing or the development of racially-segregated neighborhoods.

What follows are Professor Schwartz' urban history syllabi, the former and the revised approaches:

Montclair State College
Department of History

History 2205: 320 American Urban History Since 1880 (The Former)

Required readings:

Jane Addams, Twenty Years at Hull House (Signet)
William Riordan, Plunkett of Tammany Hall (Dutton)
Edward Banfield, The Unheavenly City (Little, Brown)
James L. Short, ed., The Social Fabric of the Metropolis
(University of Chicago Press)
Philip C. Dolce, ed., Suburbia (Doubleday)

Course schedule and assigned readings:

Introduction

Cities in the 1880s; metropolitan expansion, bossism, public utilities; the political system.

Plunkett, vii-28, 29-64; Addams, 19-74

The New Immigrants; social mores, job opportunities, and ideologies.

Plunkett, 65-98; Addams, 75-132, 169-185

The Reform tradition in city and suburb; professionalism and charter reform in the 1870s and 1880s; the settlement movement; sanitary reform and city planning.

Addams, 133-168; Dolce, 1-36

Municipal reform in the Progressive era; prohibition and vice reform; the housing movement; the crusade for commission government.

Addams, 200-275, 294-310; Short, 3-32, 239-282

The regional metropolis of the 1920s; the black metropolis, the central business district; Lewis Mumford and Clarence Stein.

Short, 87-102, 109-130, 167-189, 193-234

The Depression in the cities; New Deal urban policies.

Short, 283-311

The post war suburban boom; the suburban myth.

Dolce, 37-58

The federal government and the cities in the 1940s and 1950s; FHA and urban renewal policies; the Interstate Highway Act.

Dolce, 59-88, 89-110

The central cities struggle to survive; the demise of Irish-style politics; "who does govern"?; reform mayors Lee, Clark, and Lawrence.

Royko, 9-29, 47-132; Banfield, 3-66

The emergence of Black Power; from Turner and Powell to Stokes and Gibson.

Royko, 133-170; Banfield, 66-87

The Great Society and the City; Model Cities and participatory democracy; the welfare rights revolution and the end of urban renewal.

Royko, 171-216; Banfield, 88-157

The emerging suburban coalition; zoning and busing controversies; Nixon's suburban tilt; the end of liberal urban policies.

Banfield, 158-263; Dolce, 135-166, 193-216

Montclair State College
Department of History

History 2205: 320 American Urban History Since 1880 (The Revised)

Required readings:

Kenneth T. Jackson, Crabgrass Frontier (Oxford U. Press)
Tamara K. Hareven and Randolph Langenbach, Amoskeag
(Houghton, Mifflin)
Elizabeth Ewen, Immigrant Women in the Land of Dollars
(Feminist Press)
George Sternlieb and James W. Hughes, Post-Industrial America
(Rutgers University Press)
John H. Mollenkopf, The Contested City (Prentice-Hall)

Course schedule and required readings:

Weeks 1-3 Forming the urban infra-structure; trolley corridors and public utilities.

Jackson, Crabgrass Frontier, Ch.6-7
Joel Tarr et al., "The City and the Telegraph",
Journal of Urban History, XIV (1987)
Mark H. Rose and John G. Clark, "Light, Heat, and Power", Journal of Urban History, V (1979)

Weeks 4-7 The poor make their way; the structure of neighborhood life

Hareven and Langenbach, Amoskeag
Ewen, Immigrant Women
Roger Simon, "Housing and Services in an Immigrant Neighborhood", Journal of Urban History, II (1973)

Weeks 8-9 Creating suburbia's middle-class enclaves

Jackson, Crabgrass Frontier, Ch.1-5, 8-10

Weeks 10-14 The post-industrial metropolis

Sternlieb and Hughes, Post-Industrial America
Jackson, Crabgrass Frontier, Ch. 11-13, 15, 16
Mollenkopf, Contested City

ADDENDUM

THE BASIS FOR DIALOGUE:

1) AMERICAN HISTORY AND ECONOMIC POLICY

Historians of recent America and of American cities can bring a host of new insights and understandings to the work of economists. The historical profession has undergone an ideological seachange since the 1960s. Many traditional assumptions have been overturned, and it is no longer possible for historians to apply the same interpretations to the major episodes in American history. These major reinterpretations have profound implications for the way economists may approach several salient topics:

The corporation in the Gilded Age: There is a growing tendency among historians of American business to view the corporation after the Civil War as a struggling entity and the infamous "robber baron" as a vexed and beleaguered individual. Much of this is the legacy of Edward C. Kirkland, Dream and Thought in the Business Community (1956); Industry Comes of Age (1961); and his landmark biography of railroad statesman Charles Francis Adams, Jr. The harsh environment after 1873--declining prices, disruptive supplies of natural resources, social unrest, and labor upheaval--is the basis for Glen Porter's The Rise of Big Business (1973) and Joseph F. Wall's Andrew Carnegie (1970), which argue that pioneers in big business had to innovate and grow or face disaster.

Many historians would sympathize with the view that the monopoly corporation was the jerry-rigged contrivance amid constant failures at local traffic arrangements, pools, and similar market agreements. Few would credit the Ida Tarbell-Henry Demarest Lloyd exposes of Standard Oil. The dominant view has been shaped, of course, by Allan Nevins' biography of John D. Rockefeller, and by Harold F. Williamson and Arnold R. Daum's The American Petroleum Industry (1959). Recent research in legal history emphasizes the extent to which corporate patent and research policies were less reflections of monopolistic will-to-power than a defense reaction against the pervasive extortion of would-be inventors, con artists and the mountebanks that festooned the Gilded Age. The emergence of a managerial sub-culture, stamping its cultural and organizational norms, is the theme of Alfred D. Chandler's The Visible Hand; Strategy and Structure. They vexed Alexander Graham Bell and the organizers of A.T.&T., as indicated in John Brooks, Telephone; Harlold C. Livsey, American Made; and Robert V. Bruce's recent biography of Alexander Graham Bell, which highlights his patent struggles against Western Union.

Thanks to the work of historians like Gabriel Kolko, Railroads and Regulation, 1877-1916; and his much more ambitious attack on the reform ethos of the progressive era, The Triumph of Conservatism, we are inclined to these corporate organizers as men

made desperate by the failures to safeguard market shares and returns on investment and positively unnerved by the ruinous potential of the Sherman Anti-Trust Act. Consequently, the corporation or, more strictly speaking, the lobbyists for market pools, who sought government allowance of mergers and when this provided insufficient, the benign consultation of the Bureau of Corporations and the Federal Trade Commission of the Roosevelt and Taft years.

The same theme dominates recent analysis of the productive system: The factory as an articulated system of power. The factory is not merely the triumph of a centralized motive system, but a labor discipline that subdues the subcontracting system, relegates foremen to limited supervisory roles, and advances engineering controls over the productive process. Largely owing to the work of English Marxists, E.P. Thompson and Eric Hobsbawm, American historians of labor and the production system have looked at the socio-economic origins of assembly lines, numerical controls, and industrial laboratories: Herber G. Gutman, Work, Culture, and Society in Industrializing America; David Montgomery, "Workers' Control of Machine Production in the Nineteenth Century," Labor History, XVII (1976); Alan Dawley, Class and Community; Harry Braverman, Labor and Monopoly Capitalism; Richard Edwards, Contested Terrain; Daniel T. Rodgers, The Work Ethic in Industrial America; and David Noble, Masters of Production.

The corporation as Progressive model: A key derivative of the foregoing works is the now dominant view of the corporation as the provider of social stability, chiefly a sponsor of Americanization and safety campaigns and of welfare capitalism. The pioneer statement remains that of James Weinstein in The Corporate Ideal in the Liberal State. William Graebner, Coal-Mine Safety in the Progressive Period, depicts the forward-looking safety regulations adopted by U.S. Steel's "captive mines." Samuel Haber, Efficiency and Uplift, emphasizes Taylorism as a managerial subculture in the most advanced firms. Daniel Nelson in Unemployment Insurance, and Ronald Schatz in The Electrical Workers describe the quest for stabilizing employment among leading-edge manufacturers. Stuart D. Brandes in American Welfare Capitalism and David Brody in "The Rise and Decline of Welfare capitalism" in his Workers in Industrial America provide key analyses of this pervasive force in American manufacturing. Generally, these accounts have forced historians to recognize the role played by giant, semi-monopoly corporations in engendering employment stability (while, of course, smothering labor discontent) and family earnings. More importantly, they provided potent private-sector models which progressive reformers thought desirable to apply to the public sector. The image of the modern factory and industrial research laboratory seems the metaphor of rational inquiry and behavior which many reformers wish to fasten on the larger society. The corporation writ large has come close to replacing urban liberalism as the wellspring of the liberal state.

The origins of the New Deal: Another consequence of this revisionism has been the inclination of many historians to see an essential continuity in public policy (toward business, regulation, city and regional planning, resource management, etc.) from the Progressive era through the New Deal. Herbert Hoover provides the important bridge, with his corporate liberal policies in the Coolidge years emerging from the earlier Progressive tradition and, in turn, providing the paradigms for much of Franklin Roosevelt's rescue of the private sector in the 1930s. William A. Williams, The Contours of American History, along with other works of members of Williams' "Wisconsin school," have been foremost in presenting this view, but the most sophisticated argument for Hoover as progenitor of the corporate commonwealth has been Joan Hoff Wilson's Herbert Hoover, Forgotten Progressive. Louis Galambos, Competition and Cooperation; Robert F. Himmelberg, The Origins of the NRA; Peter Irons, New Deal Lawyers; and James P. Johnson, "Drafting the NRA Code of Fair Competition in the Bituminous Coal Industry", Journal of American History, LIII (December, 1960), make clear the pattern of corporatist capture of the federal regulatory power, and all view the NRA as the ultimate triumph of the entrepreneur's drive for federally sanctioned cartel protection.

The corporatist capture of New Deal regulatory policy has its analogue in revised theories about New Deal social welfare. The impact of Frances F. Piven and Richard Cloward's book Regulating the Poor touched off re-examinations of the welfare and jobs programs long cherished by liberals. Rather than looking at relief czar Harry Hopkins and the rest as champions of social welfare, the new breed of analysts is inclined to see these ministers of relief as corporatists carrying out conservative "manpower" policies: see, for example, Bonnie F. Schwartz, The Civil Works Administration and William W. Bremer, "Along the American Way: The New Deal's Work Relief Programs for the Unemployed," JAH, LXIII (December, 1975).

2) URBAN HISTORY AND URBAN ECONOMICS

Among the fascinating applications of this interchange between historians and economics is the area of urban studies, particularly the longitudinal analysis of urban growth, problems, and policies. Urban society seems an appropriate locale for studying the impact of government policies, especially the array of interventions and controls that historians have, with good reason, dubbed "urban liberalism." (See, for instance, two recent popular texts: Howard Chudacoff, The Evolution of American Urban Society (1975), and Jon C. Teafor, The Twentieth-Century American City (1986). Since the 1960s, historians of minority activism have evolved more complicated models of interaction between institutions and groups. This "city trenches" school of history suggests that urban institutions were developed from the complicated byplay between ethno-cultural and class "spheres" or groupings. On the other

hand, urban economists are still examining the impact of market forces, however distorted by government policies or community fiat. This interplay between the disciplines characterizes the intellectual debate in several areas:

The urban infrastructure: The history of street layouts and transportation once followed the old business history; "robber barons," like Charles T. Yerkes, laid out transit routes, milked their profits, and let the public be damned. Recent research has revealed much more intense struggle and evolution, starting with the simple definition of rights-of-ways: Morton J. Horwitz, The Transformation of American Law (1978); Tony A. Freyer, "Reassessing the Impact of Eminent Domain," Wisconsin Law Review (1980); and J. Willard Hurst, Law and Social Process in United States History (1960). Franchises remained chancy things, continually dependent on public whim, which could steadily devalue them as speculative investments. Urban historians also recognize that transit systems had "moral" dimensions that often determined their routes, levels of integration, and operating efficiency: Joel Schwartz, "The Policy of Containment in Essex County," in Schwartz and Daniel Prosser, eds., Cities of the Garden State (1977); Michael H. Ebner, Creating Chicago's North Shore (1988). Recent scholars, like Helen Lefkowitz Horowitz, Patricia Cline Cohen, and Deborah S. Gardner have examined the ways in which women used public space, including transit facilities, in the nineteenth-century city. Their findings of a women's sphere have profound implications for understanding how infrastructure was conceived in the American metropolis.

The growth of neighborhoods: At one time it was thought that urban neighborhoods grew from the impact of large, macro forces; taking Chicago as their model, analysts assumed that capitalist entrepreneurs laid down the major street and transport grids and the "natural" social zones filled in the space between. We now understand that neighborhoods are collections of residences and social institutions shaped as much by the forces within these neighborhoods as by the constraints operating from without. Stimulated by Sam Bass Warner, Streetcar Suburbs (1962), historians have followed home construction's paper trail, from subdivision sketches to building permits. They have uncovered a delicate balance between small home builders and consumer demand, whether the object was a free-standing house or a Manhattan tenement. Ethnic groups had particular needs and demands, as reflected by the research of Olivier Zunz, The Changing Face of Inequality (1982); John Bodnar et al., Lives of Their Own (1979); Stephan Thernstrom, Poverty and Progress (1962); and Deborah Dash Moore, At Home in America (1981). Some ethnic groups had a predilection for "sweat equity," and literally built their own subdivisions. Research in women's history reveals the demands women made on home design and subdivision practice: Clifford E. Clark, Jr., The American Family Home (1986) and Colleen McDannell, The Christian Home in Victorian America. Some working-class neighborhoods established a degree of communal solidarity that could keep, for a time, economic forces at

bay: Michael Lipsky, Protest in City Politics (1970); and Ira Katznelson, City Trenches (1975).

Suburbanization: It was once thought that America's suburbs were creatures of the twentieth century and the automobile culture, that they were shaped by economics and technology. After Robert Fogelson, Fragmented Metropolis (1965), pointed out that Los Angeles sprawled in the 1890s alongside electric trolley routes, much work has revealed suburbanization as deeply ingrained in American urban culture: Kenneth T. Jackson, Crabgrass Frontier (1985); Robert Fishman, Bourgeois Utopia (1987); and Philip C. Dolce, ed., Suburbia (1975). Longstanding middle-class demand contrived the features of protected, suburban enclaves beyond the city's boundaries: Marc J. Weiss, The Rise of the Community Builders (1986); Ann D. Keating, Building Chicago (1988); and Michael Doucet and John Weaver, Housing the North-American City (forthcoming). While the economist looks at locational factors, land costs, and the price of gasoline, the urban historian looks at social forces which have the political clout to distend the economic factors. Cultural values, driven by urban ethnic tension, Victorian family structures, growth of the women's sphere, and a host of other forces, may have shaped economic demand and technological innovation, not the other way around.

Sunrise and sunset cities: One of the most pervasive themes in the literature of urban studies is the current predicament and future prospects of America's cities, particularly those older, beleaguered "smokestack" cities of the northeast and midwest. An enormous monographic and theoretical literature has sprung up over the last thirty years, emphasizing how inevitable national and international market forces are shaping America's cities into new "post-industrial" constructs. The guardedly optimistic views of the early years, such as those expressed by Raymond Vernon, Made in New York (1957) and Benjamin Chinitz City and Suburb; The Economics of Metropolitan Growth (1962), have given way to far more pessimistic ones. George Sternlieb and James W. Hughes' book Post-Industrial America (1976) is the classic statement of how ineluctable economic trends are moving manufacturing jobs out of central cities as well as out of the northeast. Peter O. Muller's Contemporary Suburban America (1982) remains the best portrait of the "outer city."

A large, sometimes strident, literature, however, has sprung up challenging these inevitable forces. Part of this is journalistic (Kirkpatrick Sale, Southern Rim, 1978); but interesting Marxist analyses have emerged, challenging the neutral quality of "neutral" market forces: Roger E. Alcaly and David Mermelstein, eds., The Fiscal Crisis of American Cities (1976); and William K. Tabb and Larry Sawers, Marxism and the Metropolis (1978). John H. Mollenkopf in The Contested City documents the flow of federal subsidies, particularly defense contracts, into the Sunbelt; while Gerald Nash in The American West Transformed and

Roger Lotchin in The Martial Metropolis show how World War II armaments spending reshaped Southern California. Several historians had made powerful arguments that it was politics, not economics, that sustained suburban growth: for example, Kenneth T. Jackson, Crabgrass Frontier, and Sam Bass Warner, Jr., The American Urban Community (1979). Robert A. Caro, The Power Broker (1975), shows how public works czar Robert Moses bent economics and politics to his will to fashion metropolitan New York.

Interdisciplinary approaches: history and economics:

Historians of recent America and of American cities can bring a host of new insights and understandings to the work of economists. The historical profession has undergone an ideological searching since the 1960s. Many traditional assumptions have been overturned, and it is no longer possible for historians to apply the same interpretations to the major episodes in American history. These major reinterpretations have profound implications for the way economists may approach these topics.

The dialogue between historians and economists extends over many areas, but several salient issues and themes can be isolated:

The corporation in "The Gilded Age":

There is a growing tendency among historians of American business to view the corporation after the Civil War as a struggling entity and the infamous "robber baron" as a vexed and beleaguered individual. Much of this is the legacy of Edward C. Kirkland, Dream and Thought in the Business Community (1956); Industry Comes of Age; and his landmark biography of railroad statesman Charles Francis Adams, Jr. The harsh environment after 1873--declining prices, disruptive supplies of natural resources, social unrest, and labor upheaval--is the basis for Glen Porter's The Rise of Big Business (1973) and Joseph F. Wall's Andrew Carnegie (1970), which argue that pioneers in big business had to innovate and grow or face disaster.

Many historians would sympathize with the view that the monopoly corporation was the jerry-rigged contrivance amid constant failures at local traffic arrangements, pools, and similar market agreements. Few would credit the Ida Tarbell-Henry Demarest Lloyd exposes of Standard Oil. The dominant view has been shaped, of course, by Allan Nevins' biography of John D. Rockefeller and by Harold F. Williamson and Arnold R. Daum's The American Petroleum Industry (1959). Recent research in legal history emphasizes the extent to which corporate patent and research policies were less refectations of monopolistic will-to-power than defense reactions against the pervasive extortion of would-be inventors, con artists and the mountebanks that festooned the Gilded Age. The emergence of a managerial sub-culture, stamping its cultural and organizational norms, is the theme of Alfred D. Chandler's The Visible Hand; Strategy and Structure. (They) vexed Alexander Graham Bell and the organizers of AT&T, as indicated in John Brooks, Telephone; Harold C. Livsey, American Made; and Robert V. Bruce's recent biography of Alexander Graham Bell, which highlights his patent struggles against Western Union.

Thanks to the work of historians like Gabriel Kolko, Railroads and Regulation, 1877-1916; and his much more ambitious attack on the reform ethos of the progressive era, The Triumph of Conservatism, we are inclined to these corporate organizers as men made desperate by the failures to safeguard market shares and returns on investment and positively unnerved by the ruinous potential of the Sherman Anti-Trust Act. Consequently, the corporation or, more strictly speaking, the lobbyists for market pools, sought government allowance of mergers and when this proved insufficient, the benign consultation of the Bureau of Corporations and the Federal Trade Commission of the Roosevelt and Taft years.

The same theme dominates recent analysis of the productive system: the factory as an articulated system of power. The factory is not merely the triumph of a centralized motive system, but a labor discipline that subdues the subcontracting system, relegates foremen to limited supervisory roles, and advances engineering controls over the productive process. Largely owing to the work of English Marxists, E.P. Thompson and Eric Hobsbawm, American historians of labor and the production system have looked at the socio-economic origins of assembly lines, numerical controls, and industrial laboratories: Herbert G. Gutman, Work, Culture, and Society in Industrializing America; David Montgomery, "Workers' Control of Machine Production in the Nineteenth Century", Labor History, XVII (1976); Alan Dawley, Class and Community; Harry Braverman, Labor and Monopoly Capitalism; Richard Edwards, Contested Terrain; Daniel T. Rodgers, The Work Ethic in Industrial America; and David Noble, Masters of Production.

The corporation as Progressive model:

A key derivative of the foregoing is the now dominant view of the corporation as the provider of social stability, chiefly as sponsors of Americanization and safety campaigns and of welfare capitalism. The pioneer statement remains that of James Weinstein, The Corporate Ideal in the Liberal State. William Graebner, Coal-Mine Safety in the Progressive Period depicts the forward-looking safety regulations adopted by U.S. Steel's "captive mines". Samuel Haber in Efficiency and Uplift emphasizes Taylorism as a managerial subculture in the most advanced firms. Daniel Nelson, Unemployment Insurance, and Ronald Schatz, The Electrical Workers, describes the quest for stabilizing employment among leading-edge manufacturers. Stuart D. Brandes, American Welfare Capitalism, and David Brody, "The Rise and Decline of Welfare Capitalism" in his Workers in Industrial America are key analyses of this pervasive force in American manufacturing. Generally, these accounts have forced historians to recognize the role played by giant, semi-monopoly corporations in engendering employment stability (while, of course, smothering labor discontent) and family earnings. More importantly, they provided the potent private-sector models which progressive reformers thought desirable to apply to the public sector. The image of the modern factory and industrial research

laboratory seems the metaphor of rational inquiry and behavior which many reformers wish to fasten on the larger society. The corporation writ large has come close to replacing urban liberalism as the wellspring of the liberal state.

The origins of the New Deal:

Another consequence of this revisionism has been the inclination of many historians to see an essential continuity in public policy (toward business, regulation, city and regional planning, resource management, etc.) from the Progressive era through the New Deal. Herbert Hoover provides the important bridge, with his corporate liberal policies in the Coolidge years emerging from the earlier Progressive tradition and, in turn, providing the paradigms for much of Franklin Roosevelt's rescue of the private sector in the 1930s. William A. Williams, The Contours of American History, along with other works of Williams' "Wisconsin school", have been foremost in expressing this view; but the most sophisticated argument of Hoover as progenitor of the corporate commonwealth has been Joan Hoff Wilson's Herbert Hoover, Forgotten Progressive. Louis Galambos, Competition and Cooperation, Robert F. Himmelberg, The Origins of the NRA, Peter Irons, New Deal Lawyers, and James P. Johnson, "Drafting the NRA Code of Fair Competition in the Bituminous Coal Industry", Journal of American History, LIII (December, 1960), all make clear the pattern of corporatist capture of the federal regulatory power and view the NRA as the ultimate triumph of the entrepreneur's drive for federally sanctioned cartel protection.

The Student Reaction:

From the outset we determined to maintain a low-key approach to this interdisciplinary experiment, beginning with an agreement not to present our approach with any great fanfare. As far as students were concerned, these approaches did not differ from the way that economics and history have traditionally been taught. We adopted this cautious approach for two basic reasons. The first was the fact that our courses have served the General Education Requirements of the college and were heavily subscribed by students who took them for GER purposes. Consequently, all kinds of students, with all kinds of majors, tend to be present; only a sheer minority in the history courses, for instance, are history majors. The second reason tends to be the prevailing instrumental attitude of many undergraduates, who approach history, economics, and a host of other courses with the question: "What do I need to know about this material so that I can pass the final exam." Undergraduates seem uneasy with points that are "debatable." They want final, conclusive answers. They do not like ambiguous evidence, "iffy", hypothetical constructs, and being presented with more than one "school of thought." For these reasons, we decided to avoid advertising beforehand that we would be taking new, even

experimental approaches to course conduct or that our students would be guinea pigs in a previously untried program.

Our caution was justified, because if these new approaches represented something of an uncomfortable intellectual change for us, they often engendered skepticism, if not outright hostility, among our students. This can be illustrated by several cases in point. As part of a general discussion of materials relating to the history of immigration after the Civil War, Professor Schwartz emphasized the economic calculations behind family strategies for gaining footholds in the New World city. He emphasized how important it was that these cities had sweatshops and cheap (in terms of rent, not space) slum tenements; that they lacked minimum-wage and child-labor laws; and that they could not enforce strictures against child- and wife-abuse. In short, he treated the immigrant family as a tight-knit economic engine--and his students were aghast! The questions flew: What about indecent slums? What about exploitation? What about the rights of women and children to live decent lives of their own? When he argued that these harsh conditions created the strong incentives for hard work and savings that would eventually take a generation out of the slums, the students were not mollified.

Or take another application of market economics to this period: the lavish federal land grants and other incentives given railroads, cattle, and mining companies after the Civil War. Students usually regard these as wasteful subsidies given exploitative capitalists who turned these early advantages into anti-social monopolies. Or, at least that is how their own version of the conventional wisdom dovetails with their inherent populism, their suspicion of unbridled corporate power. Professor Schwartz argued that a country without "patient capital" had no choice but to provide incentives for useful development. He pointed out that in a market economy, the large-scale corporations soon dissipated these reserves and were disciplined by national and even international trends to make their operations more efficient and to keep their prices competitive. This viewpoint seemed far more acceptable to students, who perhaps see so many American corporations obviously facing the discipline of meeting overseas competition. With corporate America "up against the wall," it seems much more understandable that similar market pressures might have impacted upon fledgling firms in the nineteenth century.

Curiously enough, students seemed indifferent to material that regards the large-scale industrial firm as a complex, but rational organization and as the prototype and spearhead for government reform in the liberal era. They have a hard time grappling with the notion that before 1935, private firms, for whatever motives, provided the best mass housing, social insurance, unemployment stabilization, cultural activities, and other services that we implicitly associate with the welfare state. For one thing, that blatant welfare capitalism collapsed with the Depression and most

students, if they know it at all, instinctively associate it with tarpaper shacks in coal-mining towns. Secondly, many students have little contact with large-scale firms that offer such amenities--although they have a very acute awareness of the kind of career "perks" that they hope to latch onto after graduation. Nevertheless, their instinctive hostility to anything large--and by definition over-bearing and over-powering--makes it difficult to accept the notion that big business could have ever have been a progressive force. But Schwartz added that large corporations historically facilitated collection of the federal income tax through payroll deductions. Light dawned!

In short, we have found that course revisions and new intellectual approaches must carefully contend with student expectations and student culture.

Department of History
Montclair State College

History 2205: 118 History of the United States Since 1876

Required readings (available at The College Store):

John A. Garraty and Robert A. McCaughey, The American Nation, Vol.2 (Harper & Row, 6th Ed.)

Frederick M. Binder and David Reimer, eds., The Way We Lived, Vol.2 (Heath, 1988)

Required midterm and final exams (including in-class and take-home essays)

Course schedule and assigned readings, by the Monday of each week:

- Jan. 23 Introduction: America in the 1860s and 1870s. Garraty 456-478; Portfolio Five; 488-512.
- Jan. 30 Repressing rebellion in the South and on the prairies. Same assignment continued, plus Binder, Chs.1 and 2.
- Feb. 6 Economic growth after the Civil War. Garraty 514-537, 538-546.
- Feb. 13 Darwinism, the new material way of thinking, and imperialism. Garraty 572-595, 612-623, 634-651; Binder, Ch.4.
- Feb. 20 Unrest in the cities. Garraty 546-562, Portfolios Six and Seven, 652-682; Binder, Chs.5 and 7.
- Feb. 27 The urban middle class and progress. Same assignment continued, plus Binder, Ch.6.
- March 6 Wilsonianism and World War I. Garraty 693-717, 718-722; Binder, Ch.8.
- March 13 The 1920s: Machine Age culture. Garraty 722-748; and Binder, Chs.8 and 10.

MIDTERM EXAMINATION (SCHEDULED FOR FRIDAY March 17)

- March 27 Onset of the Great Depression. Garraty 758-767; Binder, Ch.11.
- April 3 The New Deal. Garraty 767-788.
- April 10 World War II and the homefront. Garraty 799-821, 823-828; Binder, Chs.12 and 13.
- April 17 The Cold War at home and abroad. Garraty 828-854; Binder, Ch.14.
- April 24 Democratic liberals and the issues of the 1960s. Garraty 856-887; Binder, Chs.15 and 16.
- May 1 Vietnam and Watergate. Garraty 898-918.
- May 8 The new Republican era. Garraty 920-941.

FINAL EXAMINATION

History 2205: 118 History of the United States Since 1876

Required readings:

John A. Garraty and Robert A. McCaughey, The American Nation, Vol.2 (Harper & Row, 6th Ed.)
Glen Porter, The Rise of Big Business (Crowell, 1981)
Jonathan Hughes, The Governmental Habit (Basic Books, 1977)

Course Schedule and assigned readings:

- Week 1. Introduction: America in the 1860s and 1870s. Garraty text.
- Week 2. Repressing rebellion in the South and on the prairies. Garraty text.
- Week 3-4. Grappling with a market economy after the Civil War. Garraty text. Porter.
Alfred Chandler, "The Rise of 'Big Business' in American Industry", Business History Review, XXXIII (April, 1959).
- Week 5. Unrest in the cities. Garraty text. Slides on Chicago development.
- Week 6. The urban middle class and progress. Garraty text.
- Week 7-8. Regulation and the rise of the liberal state. Garraty text. Hughes.
- Week 9. The 1920s: Machine Age culture. Garraty text.
- Week 10-11. The Great Depression and New Deal. Garraty text.
Jonathan R. Kesselman, "Work Relief Programs in the Great Depression", in John L. Palmer, ed., Creating Jobs (Brookings, 1978).
- Week 12. World War II and the home front. Garraty text.
- Week 13. The Cold War at home and abroad. Garraty text.
- Week 14. Democratic liberals and the issues of the 1960s. Garraty text.
- Week 15. Vietnam and Watergate. Garraty text.

Montclair State College
Department of History

History 2205: 118 History of the United State Since 1880 Dr.
Schwartz

Syllabus

Readings

Introduction:

The Cities in the 1880s; metropolitan
Expansion, bossism, public
utilities, the political system.

Plunkitt, vii-28, 29-64
Addams, 19-74 (optional)

The New Immigrants; mores, job
opportunities and ideologies.

Plunkitt, 65-98
Addams, 75-132, 169-185

The Reform Tradition in City and
Suburb; professionalism and
charter reform in the 1870s and
1880s; the settlement movement;
sanitary reform and city planning.

Addams, 133-168
Dolce, 1-36

Municipal Reform in the "Progressive
Era"; prohibition and vice reform;
the housing movement; the crusade
for commission government.

Addams, 200-275, 294-310
Short, 3-32, 239-282

The Regional City in the 1920s; the
black metropolis, the central
business district, Lewis Mumford
and Clarence Stein.

Short, 87-102, 109-130,
167-189, 193-234

MIDTERM EXAM (30%)

The Depression in the cities and the
New Deal's urban policies.

Short, 283-311

The Postwar Suburban Boom; the
suburban myth

Dolce, 37-58

The Federal Government and the cities
In the 1940s and 1950s; FHA and
urban renewal policies; the
Interstate Highway Act.

Dolce, 59-88, 89-110

The Central Cities

Royko, 9-29, 47-132
Banfield, 3-66

The Great Society
COULD NOT READ COPY

Royko, 171-216
Banfield, 88-157

The Emerging Suburban
COULD NOT READ COPY

Banfield, 158-263
Dolce, 135-166, 193-216

FINAL EXAM (30%)
PAPER DUE (40%)

ORIGINAL

Dr. S. Honig
Office: Russ Hall 207
M W R 10:00-10:50

Fall, 1987
Phone: 893-5255
893-5257

PUBLIC POLICIES TOWARDS BUSINESS

Texts: P. Asch and R. Seneca, Government and the Marketplace,
(Dryden, 1985)
W. Breit and K.G. Elzinga, The Antitrust Casebook,
(Dryden, 1982)

Tests: Quizzes and Classwork 20 percent
2 Midterm Tests 50 percent
Final 30 percent

1. Introduction A&S Chapter 1
2. Markets, Public Sector and Choices A&S Chapter 2
3. Monopoly and Oligopoly A&S Chapters 3,4
4. Externalities, Information and the Government A&S Chapters 5,23,20
5. Business Goals A&S Chapter 6
6. Evaluation Techniques A&S Chapter 7
7. Overview of Antitrust A&S Chapters 8,9
Breit & Elzinga Part 1
8. Antitrust and Market Structure A&S Chapter 10
Breit & Elzinga Parts 2,3,4
9. Antitrust and Market Behavior A&S Chapters 11,12
Breit & Elzinga Parts 5,6,7
10. Regulation A&S Chapters 13,14,15
Breit & Elzinga Parts 5,6
11. Regulation of Electricity A&S Chapter 16
12. Regulation of Competitive Industries A&S Chapters 17,18,22
Breit & Elzinga Part 8
13. Regulation of the Environment A&S Chapters 19,21

REVISED

Dr. S. Honig
Office: Russ Hall 207
M W R 9:30-9:35 AM
2:15-3:00 PM

Fall, 1989
Phone: 893-5257
893-5255

Economics 304 Public Policies Towards Business

- Tests: 1. (A&S) Peter Asch and Rosalind Seneca, Government and the Marketplace, Second Edition, Little Brown, 1989
2. (W&K) Leonard Weiss and Michael Klass, editors, Regulatory Reform: What Actually Happened, Dryden Press, 1985

No Make-up Tests. Notify me if you can not make a test.

Weekly Assignment: Each Monday bring an article dealing with business and micro-public policy. Use the New York Times, Wall Street Journal or a magazine as your source. Be prepared to summarize the article for the class and comment on the contents.

Quizzes and Classwork 30%
Midterm 35%
Final 35%

	Chapters in A & S	Cases in W & K
1. The Role of the Government in the Marketplace	1,5,23	Introduction
2. The Marketplace	2	Case 2
3. Market Failure: Monopoly and Collusion	3,4,7	Cases 4 & 5
4. Corporate Responsibility	6,7	
5. Regulatory Principles	13,14,19	
6. Regulatory Practices	15	
7. Regulating Electric Markets	16	
8. Regulating Transportation	17	Case 1
9. Regulating Communication	18	Case 3
10. Regulation for Consumers and Workers	20,21	Cases 8 & 6
11. Environmental Regulation	22	Case 9
12. Antitrust Policy	8,12	
13. Antitrust and Market Power	9,10	Case 7
14. Antitrust and Market Behavior	11	

REVISED

Final Exam Study Questions for Public Policies towards Business

1. What are the motivations for the different types of mergers? Can such mergers be socially beneficially? Be sure to describe the three major types of mergers.
2. How does the Herfindahl-Hirschman Index differ from the 4-Firm Concentration Index?
3. Explain why a concentration index should not be relied on exclusively to identify departures from competitive conditions?
4. Describe the criticism that you have studied that has been leveled at the public interest explanation for antitrust legislation, enforcement, and decisions.
5. Describe the three principle antitrust acts and their primary focus.
6. What is meant by the "bubble" approach to pollution control and what is the benefit of this approach?
7. What are the socially efficient benefits of vertical integration, tying arrangements and exclusive market territories?
8. What are the pros and cons of government promoting specific businesses?
9. Should price discrimination be prohibited under all circumstances? Discuss.
10. There are per se violations and there are exemptions from the antitrust laws. Describe them.
11. Describe the problems in implementing The Coase Solution to negative externalities.

ORIGINAL

Dr. S. Honig
Russ Hall 207
893-5257
5255

M W R 10:00-10:50

Fall, 1987
Eco. 310

URBAN AND REGIONAL ECONOMICS

TEXTS: John M. Levy, URBAN and METROPOLITAN ECONOMICS
Stephen L. Mehay and Geoffrey E. Nunn, URBAN ECONOMIC
ISSUES

TOPICS	LEVY	MEHAY & NUNN
URBAN GROWTH	1	1,2,3,12
SUBURBANIZATION	2	6,7,8
URBAN LAND USE	3	5
MACRO MODELS	4	
LOCAL DEVELOPMENT	5	32
INCOME LEVELS	6	30
URBAN HOUSING	7	13,14,15
HOUSING POLICIES	8	9,10
URBAN TRANSPORTATION	9	18,19,21
URBAN PUBLIC FINANCE	10	24,35,27
URBAN GOVERNMENT	11	28,29
URBAN ENVIRONMENT	12	31
URBAN PROSPECTS	13	33

REVISED

Dr. S. Honig
Office: Russ Hall 207
M W R 9-9:50

Eco. 310
Fall, 1988
Phone: 893-5257 or 5255

Urban and Regional Economics

Texts: James Heilbrun, Urban Economics and Public Policy, 3rd
edition St. Martin's Press
Stephen Mehay and Geoffrey Nunn, Urban Economic Issues:
Readings and Analysis, Scott Foresman, 1984
Additional readings may be distributed in class or put
on reserve in the library.

Attendance will be taken. There are no make-up exams or quizzes.
Speak to me about rescheduling prior to an exam or quiz. You can
call me in my office. Various assignments and group projects will
be developed as part of class work.

Quizzes and Class Work	30%
Mid-term Exam	30%
Final Exam	30%

Reading Assignments:	Heilbrun	Mehay and Nunn
Introduction	Chapter 1	Readings 1,2,3
Governing Cities	Chapters 14,15	Readings 23,24, 25,27,28,29
Housing	Chapters 12,13	Readings 13,14,15
Income, Poverty and Segregation	Chapters 10,11	Readings 17,30,32
Transportation	Chapters 8,9	Readings 18,19, 20,21
Economic Basis of Cities	Chapter 7	Reading 7
Land Uses and Site Rents	Chapter 6	Readings 5,6,8, 9,10
Location of Cities and Activities	Chapters 4,5	
Urbanization and Development	Chapters 2,3,16	Reading 12

1. Describe the Rent-Bid Curve concept and how it explains the allocation of land among different kinds of users. In particular, how does the concept deal with the poorest people living on more expensive land?
2. Describe employment policies that deal with the problem of poverty, pointing out issues of effectiveness, cost and implementation.
3. What are the relevant variables in the economic approach to deterring crime?
4. Why does the building of additional highways not eliminate the mechanism that leads to excessive (inefficient) levels of congestion?
5. Describe alternative approaches to dealing with urban transportation problems in terms of efficiency considerations.
6. Why is the problem of poverty associated with the inner cities?
7. Why have americans shifted away from mass transit to private automobiles?
8. What are the factors that lead to different size urban areas?
9. Discuss the significance of an urban economic base? Give examples.
10. What is private zoning and how does it differ from governmental zoning?
11. Describe the negative income tax concept in terms of incentives and costs. Use the tax rate, basic grant and breakeven point in your description.

PROSPECTS FOR THE FUTURE

Professors Honig and Schwartz expect to continue their collaboration on an informal basis. During the seminar phase of the project a number of suggestions were made to facilitate this collaboration and to enhance the benefits to students. These came from the project evaluator, Professor Stephen Collins, the team consultant, Professor George Sternlieb of Rutgers University, and the other project participants. One suggestion was that our respective departments schedule collateral courses during the same term so that students could directly benefit from a cross-disciplinary study of related topics. A continual interplay between urban economics and urban history could thus take place. This simultaneous scheduling of courses would also permit the classes to come together for talks by invited speakers. Honig and Schwartz also plan to develop a list of related courses in both departments that focus on a common set of issues. This will be incorporated in the advisory publications for students to assist them in planning their programs. This could extend interdisciplinary collaboration between economics and history well beyond the courses that were the focus of this project.

Communications Science and Disorders and Philosophy

Dr. Joseph Attanasio

Dr. Kenneth Aman

A distinctive feature of Attanasio and Aman's teamwork is that they chose to develop new modules for already-existing courses. Although they are listed as two separate courses, it is in name only -- the two are taught as one. Attanasio chose two graduate courses, "Seminar in Research in Speech Pathology" and "Seminar in Research Audiology". Aman selected for revision and expansion the G.E.R. offering "Social and Political Philosophy". Both were seeking fresh insights as well as bibliographical materials that might help them secure more solidly the foundations of their respective courses.

For Attanasio the problem was to identify materials he could use to make his students question the procedures and conclusions of scientific "laws", which in our deductively-oriented academy tend to possess the numinosity of religious revelations. This was achieved by the introduction of these writing: Thomas Kuhn's The Structure of Scientific Revolutions and A Philosopher Looks at Science by John Kemeny, works which demand an examination of the traditional linear or incremental model for describing the evolution of scientific knowledge. Aman provided Attanasio with the philosophical tools needed to challenge the aura of absolute truth that students commonly associate with science. Attanasio provided Aman with fresh perspectives on social and political issues by sharing readings and case histories emanating from the history, theories and approaches to treatment of stuttering. Thus, stuttering, in addition to its implications for those individuals who have the disorder, became a metaphor for social marginalization of various kinds (for example, the inability to speak fluently, in general: either one's native or a second language). Both professors provided lectures and led discussions in each other's classes.

A reservation was articulated by the project's consultant, Dr. Jonathon Adler, who appeared to question, in general, the use of already-existing courses as the most solid base for interdisciplinary study. Adler posed the issue this way: "The crucial question to ask is not: Is this module beneficial?: but is this module significantly more beneficial than what it replaces? Since I believe the answer to this latter question will usually be negative, I favor interdisciplinary work in collaboration that arises from courses designed around a problem (e.g. environmental safety) where the problem itself demands multiple perspectives."

While the co-directors agree wholeheartedly with Adler's recommended approach to interdisciplinary work, the project envisioned and fulfilled by Attanasio and Aman had a different goal: it was not an example of an interdisciplinary methodology.

Instead, it is an example of a bi-disciplinary approach which allows each professor to enhance his course by borrowing and implementing materials from the other. As such, this project stands as an intriguing model that other faculty members might wish to use as stimulus for their own inventive collaborations.

Communications Science and Disorders and Social and
Political Philosophy

Dr. J. Attanasio

Dr. K. Aman

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Sept. 12	Purpose & overview of the course; point-of-view to be developed; "statistics vs. "research"; the nature of research.	pp.1-2; Ch.1

AN INTRODUCTION TO THE PHILOSOPHY OF SCIENCE
AND RESEARCH; APPLICATION OF THE CONCEPTS IN
THE PHILOSOPHY OF SCIENCE AND RESEARCH TO
SCIENCE AND RESEARCH IN COMMUNICATION
DISORDERS.

Textbook: Evaluating Research in Speech Pathology and
Audiology, 2nd Edition; by Ventry and Schiavetti.

"THEORY AND SCIENCE IN COMMUNICATION DISORDERS" BY SIEGEL AND
INGHAM JSHD 52, 99-104, MAY, 1987; "THE ROUTE TO NORMAL SCIENCE",
IN THE STRUCTURE OF SCIENTIFIC REVOLUTIONS BY KUHN; "FUNCTIONS AND
MALFUNCTIONS OF THEORIES IN THERAPIES" BY PERKINS, ASHA, FEBRUARY,
1986.

Sept. 19	Types of research	Ch.2
Sept. 26	Research design: ins and outs; Asking research questions and applying appropriate designs;	Ch.3, Ch.4
Oct. 3	<u>TEST.</u> Dealing with data	Ch.5
Oct. 10	Dealing with data	Ch.5
Oct. 17	Dealing with data	Ch.5
Oct. 24	<u>TEST.</u> Evaluating & consuming research	pp.189-191, Ch.6
Oct. 31	Evaluating & consuming research	Ch.7
Nov. 7	Evaluating & consuming research	Ch.8
Nov. 14	Evaluating & consuming research	Ch.9
Nov. 21	Evaluating & consuming research	Ch.10 & 11
Nov. 28	<u>TEST.</u> Evaluating the effects of therapy	
Dec. 5	Evaluating the effects of therapy	
Dec. 12	Program evaluation. Synthesizing research findings	
Dec. 19	<u>FINAL EXAMINATION</u>	

ATTANASIO

L 1220:592 Seminar in Research in Speech Pathology
L 1220:593 Seminar in Research in Audiology

Monday - 5:00-7:30

Catalog Description

- L 1220:592 - Significant problems in the field investigated and published research projects evaluated. Critical analysis and experimental design.
- L 1220:593 - Significant problems in the field of audiology; evaluation of research projects; critical analysis and experimental design.

Objectives

- (1) To provide instruction in the essential concepts and strategies of research.
- (2) To develop skills in evaluating research.
- (3) To survey current trends in research.
- (4) To provide the clinician with concepts and strategies of clinical program evaluation.

PROPOSED REVISION:

- (5) TO PROVIDE STUDENTS WITH AN INTRODUCTION TO THE PHILOSOPHY OF SCIENCE AND RESEARCH.
- (6) TO APPLY CONCEPTS DRAWN FROM THE PHILOSOPHY OF SCIENCE AND RESEARCH TO SCIENCE AND RESEARCH IN COMMUNICATION DISORDERS.

MANY STUDENTS SEE THEIR CLINICAL TRAINING AS EMPOWERMENT. THAT IS, THEY SEE THEMSELVES AS BEING EMPOWERED TO DO DIAGNOSIS AND TREATMENT IN WAYS THAT, TO THEM, SEEM INFALLIBLE AND THAT THEIR ABILITY TO DO SO IS BASED ON INFALLIBLE AND ACCURATE DATA. A DISCUSSION, SUCH AS IS IMPLIED IN OBJECTIVES 5 AND 6, WILL HELP THEM RECOGNIZE THE TENTATIVENESS OF THE INFORMATION AND KNOWLEDGE WE POSSESS.

Ringel, Trachtman, & Prutting, "The Science in Human Communication Disorder," Asha, Dec., 1984. Ringel et al. (1984) suggest that communication sciences and disorders lacks a "characteristic methodological structure with which we approach issues" and that the field has not developed "any unifying, integrating, or dominating paradigms that encompass the whole range of investigations being carried on under their (the communication sciences) rubric." Stated another way, we have little agreement on what the independent and dependent variables are. Yet, individuals within the discipline are seen as "clearly functioning as scientists" (Ringel et al., 1984).

Stuttering and non-stuttering sharply demarcated worlds of mutual understanding. One of the speakers remarked: "The world is rough for us stutterers. We need refuges. Speakeasy is a good one." He was utterly clear that an individual could not find self-fulfillment without the aid of a community. Likewise, the person who said "In Speakeasy, we are not alone. And the idea is quite staggering."

In leaving the group, it dawned on me that stutterers are a peculiar kind of problem for non-stutterers. The slight inconvenience they put the non-stutterers to in no way accounts for the desire to exclude, rush or ridicule them. Yet feelings like these do regularly occur in most of us in the presence of the stutterer. (I could feel a slight surge of impatience even in the very benign context of a Speakeasy meeting.) What accounts for our intolerance?

To summarize: Our brief experience with the module has suggested that communication sciences can contribute to social and political philosophy in a number of ways. It can offer a good deal of empirical data, but perhaps more importantly it raises questions which directly bear upon such issues as the nature of community and alternative forms of reason (from technical reason) which have appeared with increasing frequency in recent years in philosophy itself.

THE NEW MODULE WILL CONTAIN AN EXPANDED TREATMENT OF THE NATURE OF SCIENCE AND RESEARCH, WITH EMPHASIS ON THE QUESTIONS: "IS COMMUNICATION DISORDERS A SCIENCE?" AND "OF WHAT SIGNIFICANCE IS THEORY TO RESEARCH AND THERAPY IN COMMUNICATION DISORDERS?" DISCUSSIONS WILL CENTER ON THE PHILOSOPHY OF SCIENCE AND RESEARCH, THE NATURE OF SCIENCE, OF SCIENTIFIC THEORIES, AND OF SCIENTIFIC RESEARCH.

READINGS WILL INCLUDE: (1) "THEORY AND SCIENCE IN COMMUNICATION DISORDERS", BY SIEGEL AND INGHAM JSHD 52, 99-104, MAY, 1987; "THE ROUTE TO NORMAL SCIENCE", IN, THE STRUCTURE OF SCIENTIFIC REVOLUTIONS BY KUHN; "FUNCTIONS AND MALFUNCTIONS OF THEORIES IN THERAPIES", BY PERKINS, ASHA, FEBRUARY, 1986.

Course Requirements:

- (1) Participation in class discussions.
- (2) Completion of assigned readings and projects.
- (3) Analysis of research studies.
- (4) Completion of examinations.

TERM PROJECT

- (1) Select an area of study (e.g., hyperfunctional voice disorders in children; the treatment of stuttering; central auditory processing; tympanometry; methods of teaching the deaf; etc.), then,
- (2) Review the available literature in the appropriate journals to determine: (a) the "state of the art" over the past ten years; current trends in the research, (b) the types of research designs employed in (a) above, (c) the needs for additional research, then,
- (3) Write a paper. Use headings suggested by (a), (b), and (c) above.

Description of Module: Thomas Kuhn's
Alternative Model of Science.

In this module, I am concerned to show that it is possible to understand science quite differently from the way we in the West have understood it for the past three hundred years or so. The claim is that there is a considerable gap between this understanding and the way science, in fact, has unfolded. Let us call the second the discontinuous model of science, in contrast with the earlier linear or incremental model. Associated with the ground-breaking work of Thomas Kuhn's The Structure of Scientific Revolutions, this discontinuous model depends on the notion that what is crucial to science is the development of paradigms.

One way to approach these very different understandings is as a tale of two books. One of the books is Kuhn's, of course. The other, rather paradigmatic itself, is A Philosopher Looks at Science by John Kemeny (who also had the distinction of serving as President of Dartmouth for many years). The beauty of Kemeny's book is that he presents in a very clear format the concept of science that has been operative for much of this century, in the works of such philosophers as Feigl, Nagel, Sellars and Carnap.

In this linear view, science consists (in ascending order) of facts, laws and theories. Facts are preferably "pointer-readings" (not simply any observations). This, of course, presents some difficulties immediately for a science such as biology, to say nothing of the social sciences. Facts are brought together in mathematical generalizations known as laws. These laws cannot be said exactly to be deduced from facts, since a great, perhaps infinite, number of such generalizations would be able to account for any finite number of facts. Theories also are not deduced from facts (or from laws), but rather are more general abstract concepts from which such laws and facts can be deduced. The point of science is to develop (through hypotheses) theories of greater and greater inclusion and, thus, of greater and greater power. The theories are tested by seeing if the facts apparently implied by these theories are true; i.e., are indeed facts. (But Kemeny makes it clear that no single fact can ever disconfirm a theory by itself.)

Kuhn challenges the linear model on virtually every level. If he is correct, science does not develop in a straight-line fashion at all, but rather in discreet packages, configurations, which follow from a particular paradigm. A paradigm performs a number of functions. Not only does it suggest a certain conceptual picture or metaphor by which we can understand a particular phenomenon; it also implies fundamental characteristics about the world we inhabit. Kuhn goes so far as to say that those who use different paradigms do not simply see different things, but literally belong to different worlds. Paradigms are also intrinsically practical. They define the methods and even the instruments to be used in a

particular science. For Aristoteleans, it was crucial to probe the essences of things, just as for more empirical scientists (a la Bacon) it was important to observe with the senses, and for the more rationalistically oriented, it was necessary to reduce phenomena to mathematics or statistics. Finally, paradigms are self-defining; they determine the scientist's understanding of himself precisely as scientist. Kuhn can say that it "transforms a group interested merely in the study of nature into a profession or at least a discipline" (p.99). For a paradigm makes possible what Kuhn calls "normal science." Normal science does not try to discover what exists in nature, but rather engages in filling in lines already clearly demarcated by the paradigm.

So Kuhn suggests in his book an historical pattern which looks something like this.

pre-paradigm science (not really science at all)
the development of a paradigm
normal science
occurrence of anomalies
crisis (caused by the accumulation of anomalies)
scientific revolution (and creation of a new paradigm).

The model Kuhn develops is very rich, with many references to the history of science. Certain considerations do, however, deserve mention. A scientific revolution always involves the creation of a new paradigm. No paradigm is ever abandoned without being replaced by another paradigm. Secondly, different paradigms for the same phenomena are incommensurable. We cannot say that one is more or less inclusive than the other (even less that one is true or truer). A later paradigm will account for characteristics (anomalies) not accounted for by an earlier one. But at the same time it will simply not be able to "register" other characteristics which the first paradigm could consider. This means that we cannot speak simply of "progress" in science, except within the framework of a particular paradigm. But how are we to tell if what the paradigm leaves out (which, of course, we will not be aware of, since we ourselves depend on the paradigm in question) will not later become crucial?

Another issue. The pre-paradigmatic period is marked by the competition of wildly divergent and exclusive pictures or models of the particular phenomenon. This will affect not only the understanding of the phenomenon, but also the self-understanding of the scientists studying it. Little wonder that these periods produce a very real uneasiness among those in the field.

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FROM PLATO TO RAWLS: A SEMINAR IN
SOCIAL AND POLITICAL PHILOSOPHY

Dr. Kenneth Aman

REQUIRED READING:

Somerville and Santoni (ed.), Social and Political
Philosophy
Arnhart, Political Questions
Sterba (ed.), Justice: Alternative Political Perspectives
Berlin, Four Essays on Liberty
Selections (These will supplement Somerville and Santoni.)

Note: For Plato, Aristotle, Hobbes, Locke, Rousseau, Marx and Lenin, readings will be those which appear in Somerville and Santoni. Unless you are notified otherwise, it is understood that you will read and be responsible for the entire selection for the particular philosopher. In the case of Plato and Locke, a small additional supplement will be distributed.

Arnhart's Political Questions is intended as background reading. There are chapters on all the historical philosophers we will be studying. I will expect you to be familiar with Arnhart's interpretations, in a general sense. (This is certainly not to say that Arnhart is correct in all of his ideas, but familiarity with him will enable you to pull together a more informed interpretation of your own.)

Actual classroom discussions will usually focus on the philosophers themselves.

COURSE REQUIREMENTS:

There are four requirements for this course, each of equal value.

1. **Mid-term exam.** This will be held on March 15, and will include all material to that date (hopefully, through Locke).
2. **Final examination.** To be held on May 19, (a take-home exam is a possible alternative). Material to be covered will be for the most part from the second half of the semester, but there may be a question or two of a general or comprehensive nature.
3. **Classroom presentation and general level of participation.** Each student will be asked to offer a presentation on one of five philosophers (Plato, Aristotle, Hobbes, Locke or Rousseau). You will make your presentations in pairs.

Concerning the nature of the presentation, you have considerable latitude in offering your understanding of the philosopher. In working to understand him better, you will undoubtedly make great progress philosophically. But to make

sure that the presentation is also useful to the rest of the class, the following are guidelines:

- a. Concentration on one or two problems which the philosopher is attempting to answer. Examples:

Aristotle: Why is the state a "natural society"?
What does this mean?

Hobbes: What "rights" do we have in the state of nature, and subsequently in the social contract?

Locke: What is the basis of the right of private property? How far does the right extend?

Rousseau: How do human beings retain personal or individual freedom within society?

- b. Explain briefly how the philosopher goes about answering the question, solving the problem.
- c. Show the significance (or lack of significance) of his response.

The presentation will be the basis of your grade for this requirement. An additional factor will be your continuing participation in class.

4. **A paper on one of the philosophers covered in the course.** The paper need not be on the philosopher of your presentation, although I would assume that most of you would find that more convenient.

A considerable portion of the paper (perhaps two-thirds) should be an exposition of key elements of the philosophers' thought.

The last section should be an assessment of the extent to which the philosopher offers us an important resource (particularly in the light of contemporary concerns or crises which Bellah and others describe.)

FROM PLATO TO RAWLS: A SEMINAR IN
SOCIAL AND POLITICAL PHILOSOPHY

(REVISED SYLLABUS)

- Jan.23-25: Introduction. The Need for a public philosophy in contemporary United States: Bellah et al., Habits of the Heart, chapter one and two.
- Jan.30-Feb.8: Plato, Crito, selections from The Republic.
- Feb.13-Feb.15: Aristotle. Selections from The Politics.
- Feb.20-Feb.22: Hobbes. Selections from The Leviathan.
- Feb.27-March 1: The Nature and Causes of Stuttering: A look at some recent research. Presentation by Dr. Attanasio of the Department of Communications Sciences and Disorders.
- March 6-March 13: Locke. Selections from Two Treatises on Civil Government.
- March 15: Midterm.
- March 20-25: Spring break.
- March 27-March 29: Berlin's "Two Concepts of Liberty"
- April 10-17: Rousseau. Selections from The Social Contract.
- April 10-17: Marx. Selections from The Critique of Political Economy and The Communist Manifesto. Lenin. Selections from State and Revolution.
- April 19: Petrovic and Marxist humanism. Berlin's "Historical Inevitability".
- April 24-May 10: Rawls. Selection from A Theory of Justice. Two critics of Rawls: Hayek and Richard Miller (cf. Sterba).
- May 15: Retrospective. Berlin's Introduction. Term paper due.

Context for Module on Stuttering

As presently structured, Social and Political Philosophy (R1509-0204) begins with a brief consideration of Robert Bellah et al.'s Habits of the Heart. This book, which is one of that rare breed which clearly touches a nerve among many contemporary Americans, argues that while we have maintained the individualistic strains which were part of the foundation of this country, we have lost the communitarian elements which were clearly understood as balancing the individualist ones. The result is not simply a problem, but a radical incoherence in our very self-understanding. As Bellah and company point out, we no longer possess even a viable language to express commitment to social values and goals.

It can be said that this dilemma has uncovered a divergence in the coalition or alliance that was welded together so effectively by the Founding Fathers, particularly Jefferson. The alliance was one between liberalism and republicanism. Liberalism was fundamentally a modern development, in which social life in general and government in particular was understood instrumentally, as a kind of vehicle to achieve individual and particular ends. This tradition assumes the primacy of the individual and of the private sphere.

Republicanism, on the other hand, can be traced back to Aristotle. For Aristotle, human nature requires political interaction, not as a means to an end but as a significant element, perhaps the most significant element, in human fulfillment. In this framework, we need the city to reach our full human potential. The basis of this need is, of course, human nature for Aristotle; human beings seek the polis in the same way that a stone seeks the earth. Aristotle explicitly links this human need to the faculty of speech. Speech necessitates a social and cultural context which clearly extends well beyond merely legal and administrative requirements.

Liberal thought, in contrast, sees no particular political meaning in speech. Indeed, Hobbes views speech as a principal source of discord and, therefore, as an enemy of the polity. It is true that man differs from other animals in possessing speech, and that is just the problem. It is speech which makes human beings so capable of magnifying the competition and insecurity which, in any case, are inherent in life. Through flattery, lies, sarcasm, invidious comparisons and a whole host of other verbal devices, we undermine one another's equanimity. For Hobbes, it is far from true that "Sticks and stones will break my bones, but names will never hurt me". Name-calling is one of the surest routes to stick, stones, and worse.

The module on stuttering is, thus, linked to this question: Does speech promote or undermine political life? And this question is linked to a further one: how does speech deteriorate and what

contributes to its breakdown? At this point in the course (after sections on Aristotle, Hobbes and Locke), Dr. Attanasio offers his module on stuttering. Students are ready to examine the faculty of speech as such, as well as its breakdown. In itself, this module has been a valuable contribution, clarifying for the students how a subgroup of society only vaguely recognized previously, both resembles and differs sharply from the majority group. It is valuable for the students to be informed of the struggles to communicate experienced by the stutterer, partly because the non-stutterer, too, occasionally experiences great obstacles to communication. But it is also important to see how such a condition differs from the norm, how it acts to exclude the minority and restrict their world.

In addition, the very presentation of this material and our continuing discussion of it, has led to a qualitative change in the way both Dr. Attanasio and I now see his contribution to the course. At first, we envisioned it as a straightforward presentation of empirical material to illuminate a somewhat undeveloped segment of philosophy. Now, because it penetrates the world of the stutterer (and by implication, that of the non-stutterer as well), the material on stuttering is seen as much more than so many case studies. The stutterer becomes "a metaphor for failed connections, for disconnectedness, for disjointed, unsuccessful attempts to define the self through connection; for estrangement". These conditions, however, are also present in other dimensions of human life. So, to understand the pathology of stuttering is to begin to understand other, more widespread pathologies. It is possible to say that what began as an exercise in bidisciplinary work now begins to approach interdisciplinary interchange. It is no longer a matter of two separate disciplines, with occasional points of connection. Now, what is on the surface a discipline committed only to empirical description, value-free, offers material that challenges philosophy on a number of levels. If stuttering is a metaphor for fundamental social breakdown, then there can be normative or phenomenological insights gained from its study which may assist in beginning to answer the challenges presented by Bellah and other communitarians of the past decade.

In my opinion, self-help groups like "Speakeasy" are valuable in locating some of these insights. During the past year, I attended one of their evening meetings. I came away with some impressions which underlined for me that stuttering is also value-laden. I find it significant that each person introduced himself/herself as a stutterer (or in the case of a few of us, as a non-stutterer). Stuttering was at the core of one's identity. A few persons, such as the coordinator spoke flawlessly, but the, too, identified themselves as stutters. They saw it as marking them for life. (Ironically, some of these "fluent" stutters spoke better and more effectively than most non-stutters.)

Ethics and Biology

Dr. Kathryn Jackson

Dr. Anna Pai

At the start of this interdisciplinary effort, Dr. Pai had developed, but had not yet taught, a course called "Biomedical Ethics". She wanted to study possible ways in which moral theories might illuminate the issues she planned to examine in her new course. Dr. Jackson had taught courses dealing with medical ethics, but the course she selected for review and revision was "Ethics", a G.E.R. offering. Like Honig and Schwartz, Jackson and Pai shared the most up-to-date information and theories in their respective disciplines. In essence, this meant that Jackson's "Ethics" course gained in precise foci for the application of philosophical inquiry, while Pai's course attained a theoretical "fleshing out" of its carefully articulated topics. Additionally, Jackson's "Ethics" course became more firmly grounded in the scientific knowledge she gathered from her interaction with Pai.

Philosopher Dr. Jonathon Adler praised the initiatives of the team's ongoing work, but also provided them with a short essay based on his concerns about some of the possible distortions that can result in the study of ethics unless the process through which ethical decisions are arrived at is extremely carefully detailed and itself subjected to a critique. Such a critique must, of course, include an historical perspective tracing what may be a critical change in orientation over the course of time (as, for example, in social attitudes toward women, African-Americans or other groups who were at one time excluded from full participation in the institutions of a "democratic" society).

Taking a firm position against moral relativism as well as against an instructor's adopting a supposedly "neutral" stance in the ethical realm, Adler concluded: "These warning noted, go forward with interdisciplinary courses in ethics."

Ethics and Biology

Dr. Kathryn Jackson a philosopher who specializes in the fields of Moral Theory and Applied Ethics, and Dr. Anna Pai, a biologist who specializes in Developmental and Molecular Genetics.

When we met in the summer of 1988, we found that we shared an interest in the relationship between our respective fields and in the development of new courses that would reflect this relationship. Dr. Jackson had taught courses in Medical Ethics, but had not yet explored the ways in which new research in Genetics and Biology raised more general moral questions. Dr. Pai had devised (but not yet offered) a course in Biomedical Ethics, but she was interested in learning more about the ways in which moral theory could help structure and analyze the issues raised in the new course.

At our initial meeting, we exchanged books and articles that would help introduce each of us to the other's discipline. For example, Dr. Jackson read Foundations of Genetics written by Dr. Pai; Dr. Pai read Paul Taylor's Introduction to Ethics. At our subsequent meetings, we continued to share material and to talk about the issues and the best way to teach them. Our discussions, which continued throughout the year, were very fruitful. Dr. Pai decided to make use of various moral principles, as developed by philosophers, to help students clarify the ways in which their cultural and religious beliefs about morality influence their judgments about the morality of many scientific practices and research. Dr. Jackson completely restructured her Ethics course to reflect her growing awareness of issues in genetics and their relation to moral theory.

We plan to continue our collaboration through consultations, discussions and the sharing of material. Each of us plans to attend the other's course, and we will occasionally offer guest lectures on our own fields.

Teaching Ethics from an Interdisciplinary Perspective:
A Dialectical Approach to the Study of Ethics and Biology

Kathryn Jackson, Department of Philosophy and Religion

The study of ethics is, by its very nature, a normative endeavor. It involves questions of right and wrong, good and evil, virtue and vice. From the philosophical perspective, these questions have normative force; they are directly related to questions about how we ought to live, how we ought to behave, and how we should judge the behavior of others. Taking a broader view, ethics involves judgments about the nature of the world in which we live, and about the world we would like to create in the future. Ethics is, therefore, not only normative; it is inherently practical, for it gives us guidance regarding what we should or should not do.

Moral issues arise in relation to our understanding of the world in which we find ourselves, and in relation to the situations and options presented to us. Recent advances in the field of biology have had a tremendous impact both on our understanding of the nature of living things, and on the possibilities available to us in our interactions within the world of living things. These advances raise new and previously unthinkable moral issues: for example, who has the right and/or obligation to care for children born by a surrogate mother? How long are we obligated to keep irreversible comatose patients on life support systems? To what extent should we try to alter the genetic endowment of individuals? Should doctors strive to keep all badly defective newborns alive, regardless of the expected quality of life for the children? Also, as we learn more, for example, about the nature of fetal development, some of the standard, simplistic solutions to the problem of abortion become unrealistic. And as we learn more about gender difference and development, we are faced with new questions about gender socialization and education. Until we had the technologies that made these practices available, and that brought us new information about fetal or gender development, we were not faced with the hard choices that now confront us, and we did not have to question the morality of these options. As biological advances continue, we can expect many more new situations to arise which will create previously unthinkable moral dilemmas.

Issues of this sort--which often touch individuals in their real lives--have generated widespread interest, both in and out of the academy. They are of obvious importance to us in our lives both as individuals and as members of society. Since the late 70s, courses in medical and bioethics have proliferated around the country. There are now institutes devoted to the study of these

issues, and there are numerous journals and many conferences. On any given day, one can expect to see at least one story dealing with such issues in the newspaper or on television. Clearly, there is a growing awareness that we must come to terms with these issues that arise from the intersection of biology and ethics.

As a philosopher who specializes in ethics and applied ethics, I have taught various courses in the field of medical ethics--and indeed, had just finished teaching such a course at Montclair State--when I was approached by Julia Dutka, who asked me if I would be interested in working with Anna Pai, a geneticist, on a project for strengthening the humanities perspective across the disciplines. Given my understanding of the project, I thought that the best course for me to revise in accordance with the goals of this project was my General Education Requirement course in Ethics. The challenge, for me, was to devise a course that clearly brought out the essential interplay between theory and practice in ethics by focussing on issues raised by biology. The revised course would have to be different from standard courses in bioethics, which I believe focus too heavily on practical issues, and it would be more practical than traditional courses in introductory ethics. I have long felt that the conventional approaches to the teaching of ethics and bioethics are limited by their lack of a true dialogue between the practical and theoretical, and I welcomed this opportunity to work with a scientist on a new approach. My goal was to devise a course that clearly illustrated the dialectical interaction between ethics and science (in the form of biology), but that still provided students with a basic understanding of the philosophical approach to ethics.

There are two conventional approaches to the teaching of introductory ethics; neither adequately provides students with a basis for understanding the essential connection between the theoretical and practical side of ethics. The first, and most traditional, involves the teaching of the most influential ethical theories and concepts. Thus, students might study the theories of philosophers such as Plato, Aristotle, Kant, Hume and Mill; they would investigate questions relating to the nature of goodness and justice, right and wrong; they would see how philosophers have answered such questions as, "Why be moral?" and "What duties does the individual owe society?" In this approach, readings and assignments primarily derive from the abstract theories and discussions of philosophers. So-called "practical issues" such as those relating to the morality of abortion, capital punishment, or aid to the starving, might come up in discussion but are generally introduced to illustrate or explain the more abstract issues. While this approach does introduce students to moral theory, it tends to leave them with the view that ethics is something very abstract with little connection to their everyday lives.

The second approach, increasingly popular in the past decade, tries to address this problem by dividing the course into two main

sections. Textbooks used typically are divided into two parts, "Theory" and "Applications." The first covers much of the same material as the traditional approach, but each theory is presented in less detail. The second ranges over a variety of issues such as abortion, affirmative action, and similar topics, and includes articles (mostly contemporary) which are written from the various moral perspectives introduced in the first part of the book. The aim is to teach students not only the necessary background in moral theory, but to show them how this can be applied to help us understand and make judgments about real issues. Though I have used this approach for several years now, I have found that students are still left with the impression that moral theory and practice are distinct, that theory has very little bearing on the moral decisions we make, and that situations in the world have little relation to the adequacy of moral theory.

I thus decided to try a new approach, whereby I would focus on three moral theories--natural law, Kant's moral theory and utilitarianism--but in each case, the study of the theory would be integrated with the study of issues derived from the world of biology. The issues chosen were ones that could be used to highlight central aspects of the theory under discussion. My goal was to show how theory can, indeed, guide our moral reasoning and, in fact, often influences the supposedly neutral findings of science. I wanted also to teach the students that these theories can themselves be evaluated, in part, by applications of the knowledge and understanding provided by scientific research. Thus, the students would not be learning just what philosophers have to say about various issues; they would be learning how to do critical, philosophical reasoning of their own by their exploration of the relation between theory and practice. And by integrating the study of the historical theories with the study of the so-called applications, students could develop a much clearer sense of the integral relationship between abstract moral theory and practical moral action.

The focus on biology was an excellent means by which to accomplish these goals. Students were already aware, at some level, of many of the issues, and had various opinions about what was right or wrong. This provided a solid basis from which to begin teaching the critical approach described above. For example, natural law theory is based on the idea that moral values are "given" by nature itself; we realize the good by pursuing ends defined by nature. This theory is one which is familiar to most of the students, though they have never realized before that their own beliefs about the relation between "good" and "nature" has been formalized into a theory. This in itself is an important lesson. An obvious area in which the basic idea of natural law theory plays a role is that of gender socialization--we bring up boys and girls according to what we believe is "natural" for each. By reading material on gender difference in humans, students can then see why it is that some theorists have questioned the propriety of current

gender roles--and why others use biology to support these roles. This, then, allows the students to see that something they have always taken for granted actually involves specific moral judgments. They learn that there is an issue here that is distinctly moral--namely, how we ought to socialize and educate our children. Activities and practices that they had always assumed to be "natural" can now be viewed as normative and prescriptive. The traditional moral question, "What is good" dovetails with the question, "What is natural?"--but, as students learn, only from the perspective of natural law theory.

In light of certain controversies regarding the biology of gender, students can then consider the adequacy of the theory of natural law and its assumption about the relation between nature and morality. In this way, we use the theory to see that a given social practice is actually normative, and to test some of the basic assumptions about this normative social practice that is supposedly justified by reference to biology alone. We then can turn around, however, and use science to question the adequacy of the theory. This kind of dialectical process would be very difficult, if not impossible to achieve within the strictures of the more standard approach in which the study of theory and application are kept distinct. By integrating the two, by choosing theories and issues that are clearly related to each other and by using material that is explicitly scientific as well as that which is philosophical, the students develop a much greater sense of the practical role of ethics. They thus gain a much clearer sense of why they are studying ethics in the first place.

In conclusion, I would like to point out how this course differs from the usual course in medical or bioethics. In these courses, the main aim is to address particular issues; theory is usually introduced briefly at the beginning of the course. After this brief introduction, students are expected to be able to think clearly about some of the most pressing moral issues they might ever confront. Once again, a distinction between theory and practice is imposed on the very structure of the course, and in my view, students are not sufficiently prepared for the difficult moral issues considered in the course. Without a solid grounding in theory, discussion often is reduced to a series of heartfelt "opinions," for the students have not yet acquired the basis for careful, reasoned thinking about the issues. Thus, it is clear that too little emphasis on either the practice or

theory of ethics can leave the students with an inadequate understanding of the material.

ETHICS

Dr. Kathryn Jackson

Required Text:

Michael Bayles & Kenneth Henley, Right Conduct.

Supplementary Readings will be provided by the instructor. In the following outline, these titles are preceded by *.

Course Outline:

Section I.

A. Natural Law Theory.

Question: To what extent does nature determine moral value?

Readings: St. Thomas Aquinas, "On Natural Law."
Germain Grisez & Russell Shaw, "A Natural Law Theory."

B. Biological Sex & Gender Roles.

Question: To what extent does biological sex determine gender differences, and to what extent is it morally appropriate for us to encourage or discourage these differences?

Readings: *Sandra Harding, "Is Gender a Variable in Conceptions of Rationality?"
*Ruth Bleier, "The Brain and 'Human' Nature."
Steven Goldberg, "The Inevitability of Patriarchy."
*Marvin Konner, "The Aggressors."

Section II.

A. Kantian Moral Theory.

Question: How do we show "respect for persons" and why is this the basis (according to Kant) of all morality?

Reading: Kant, "The Categorical Imperative."

B. Human Nature and Moral Personhood.

Question: What is the relationship between being a human and being a moral person?

Readings: *"Fetal Development".

*John Noonan, Jr., "An Almost Absolute Value in History."

Robert Wertheimer, "Understanding the Conservative Argument."

Mary Anne Warren, "The Moral Status of Abortion."

C. The Notion of Respect.

Question: How do we show respect for moral persons?

Reading: Ann Garry, "Pornography and Respect for Persons."

Section III.

A. Utilitarianism.

Question: Can morality be determined just by reference to the consequences of our actions?

Reading: John Stuart Mill, "Utilitarianism."

B. Genetics and the Future of Society.

Question: To what extent can the pursuit of "social" or "individual" improvement justify the use of genetic information, genetic engineering or genetic therapy?

Readings: *Herrnstein & Wilson, "Are Criminals Made or Born?"

*L.M. Purdy, "Genetic Diseases: Can Having Children Be Immoral?"

*Jon Berkwith, "Social & Political Uses of Genetics in the U.S."

*Ruth Macklin, "Moral Issues in Human Genetics: Counselling or Control?"

Developing and Revising a Course in Biomedical Ethics

Anna Pai, Department of Biology

When Julia contacted me about this grant program, I seized on the idea with great enthusiasm, because I saw an opportunity to address a problem in my lack of expertise related to a course in Biomedical Ethics. I feel the course is a very important one for biology majors. But before I talk about how this project relates to the course, I would like to go into a little background on why I consider the course an important one for biology majors.

As I'm sure you know, there has been a long-standing perception of a dichotomy between scientific and non-scientific pursuits. Part of this was due to the manner in which science was classically conducted, with private sponsors for the great scientists, whose work was often carried out in isolation. Dissemination of scientific information took place at exclusive meetings of specialized organizations, to which the general public was not privy. It was little wonder, then, that the general public viewed science as a mysterious activity, and the image of the mad scientist, hair askew, in a white coat and holding a smoking testtube became widespread and ingrained into the psyche of the public.

To a great extent this was the fault of scientists, many of whom felt that scientific inquiry did not need to be explained to anyone who did not belong to the "club," and who could neither appreciate the genius required to design an experiment nor the effort required to carry out the design. On the other hand, science does deal with topics that are outside of everyday experience; and we do have our own vocabulary, which requires work to master, as is the case with any language. There, thus, remained a chasm of knowledge between science and society at large, until recently. Without knowledge, as you all know, there is no understanding, and without understanding, there is no trust.

In recent years, however, this chasm has at least been addressed if not bridged. One of the reasons for this is that the science which deals with topics most readily understandable by the general public, biology, began to approach an understanding of the basis to all life. With the identification of the genetic material DNA and the revelation of its structure by Watson and Crick in 1953, an avalanche of work directed at the manner in which this simple molecule determines life processes led scientists to the brink of control over various aspects of life. There has been a real revolution in biology, in general, and genetics in particular. The profound significance of this penetrated the consciousness of even the most recalcitrant of science-phobes in the general public.

At the same time, and perhaps because of this, scientists also stood at the brink and were fearful of the future. In the early 1970s, an open letter to the scientific community was published in Science. Signed by Nobelists Paul Berg, Stanley Cohen, Jim Watson and other leading molecular biologists, the letter called for a moratorium on any research dealing with recombinant DNA methodology until its possible consequences could be discussed and assessed. I am not a science historian, but I cannot recall any other comparable situation in which scientists called for such a moratorium on their own work. What was even more unique about this incident was that the assessment was done not only by scientists, but also by people from all walks of life: ministers, lawyers, and housewives. This was an acknowledgement by scientists that while we know more science, we have no claim to greater wisdom in the application of our work, nor are we more ethical than other people.

This incident illustrates a number of the reasons why I felt it important to design a course called Biomedical Ethics. First, there is the fact that the work that biologists do now involves the manipulation of life. Since the nature of science is to deal with the unknown, it follows that the consequences of this manipulation of life also have no precedents. (It is the entire other side of the coin from history which teaches by precedent.) Therefore, it is critical to examine our capabilities from as many angles as possible in order to arrive at a best guess as to the consequences of manipulating life forms.

Secondly, there is the question of communication between the scientific community and non-scientists. We absolutely must have the chasm of understanding bridged, because non-scientists must be able to make knowledgeable choices about the use of new techniques on themselves, as human beings, we biologists also can be the potential subjects of our own research. Since our majors are the scientists of the future, I felt it important to jar their awareness that there is more to science than absorbing facts and "doing science." As the potential manipulators of biology students need to explore the tremendous power, consequences of all the knowledge they hopefully gain as our majors, because, indeed, they may also be the subjects of manipulation.

The potency of present capabilities, and it's my firm belief that we have only scratched the surface, dictates that the days of "Discovery for Discovery's Sake" in biology are over. We must address the potential risks and balance them against the great benefits. This brings in the question of the ethics of present day science. There are, of course, no clear answers to our questions of the ethics of modern biomedical practices. I want to stress that I have no intention of imposing my own value judgments on students if I have been able to develop any. But our students need to think beyond what they learn as biology majors, beyond how this knowledge will get them a job, or place them in professional and graduate programs. They need to think about the human aspects of

science, and how acceptable the consequences are in their own judgment. This is the reason for the course in Biomedical Ethics.

I had a deep concern about the course, however, because of my total ignorance of ethical theory. I proposed the course with the thought that what ethical theory was brought in by me would be what I could learn from reading discussions in texts on biomedical ethics. It worried me that perhaps I would not be able to judge whether what I read was appropriate to the course, or whether, in fact, there might be other more appropriate principles or theories that I could use to guide our discussions. Enter, Julia and my partner, Kathryn Jackson of the Philosophy Department.

I am in the unique position of talking about a course that has yet to be given. I am happy that today at least I can say that finally, it has been scheduled for the Spring of 1990. So actually the bulk of our work as a team is yet to come. We can now realistically plan on active reciprocal participation in each other's classes. Kathryn will guide me in the integration of ethical principles into my course, and I can supply scientific expertise as a foundation for discussions in her courses. But my discussions with Kathryn this past year have not been without consequence. Even though I have not yet given my course, because of our conversations, I feel the course has already gone through an evolution just as it would have, had I given it.

One change from my original course, is that I began with an introduction to ethical theories. Kathryn suggested that it might be better to first discuss the topics of choice, to perk their interest, which makes eminent sense to me. Further, I now have another suggestion from Kathryn, and that is to integrate a discussion of ethical principles after each topic, rather than isolating the discussions in a separate part of the course at the end. This again makes a lot of sense to me, and I shall organize my syllabus in this manner.

For the rest of my part of this presentation, I thought I would go into one or two of the course topics, and, in general, explain why they present us with dilemmas. The first topic deals with the pros and cons of using genetically engineered organisms. What we mean by genetically engineered organisms is that these are cells or organisms that have had inserted into them genetic material that is not theirs naturally. This immediately raises a number of disturbing questions. Are such organisms safe? What is the potential that they may upset the ecosystem? What is the potential they may cause an unknown disease? Does the unnatural combination of genes mean that an unknown change in behavior or pathogenicity may occur?

The two papers I have distributed were both authored by members of the Recombinant DNA Advisory Committee of the NIH. Both these respected scientists are looking at the same technology and

arriving at different conclusions. Sharples advises caution and urges that there be "credible regulatory oversight to protect the environment from potential harm by engineered pathogens." Davis feels that the EPA should relax its restrictions more quickly to "protect this promising field of research and technological application, and that the scientific community must take initiative in helping the public and decision-makers to distinguish reasonable probabilities from remote fantasies."

I will assign these papers for my students to read and will lead a discussion on why there can be a divergence of opinion. We will explore the stated positions, and then the students will be asked to make their own judgments, with their own reasons. I think another important point for my students to recognize is the confusion that such debate among experts can cause in the minds of the non-scientific public. I would ask them to consider the role that such debate plays in the scientific process, and the importance of questioning the consequences of research. I would hope that they would be able to make inclusivistic choices rather than exclusivistic choices.

Here, too, I would raise the question not only of the ethics of the science, but also the ethics of the evaluation of science (by the non-scientist) in today's world. Certainly, in recent times few developments have raised the distrust and fear of detrimental effects of experimentation than has genetic engineering. From movies to news reports, interpretations of the potential effects of genetic engineering have raised the spectre of everything from the cloning of Hitler to the purposeful production of horrible mutants.

As a scientist, I am concerned that the presumption of "knowledge," which may only be half-truths, will result in obstructive activity that may be well-meaning but misdirected. The demise of the nuclear power industry is one example of this. But I also acknowledge that there can be a real difference of opinion in which the priorities of scientists and non-scientists are simply different. The most difficult arguments to resolve are those in which both sides are right. The different ways in which scientists and non-scientists may view things will be addressed in the course under ethical relativism. The paper in your collection called "Staying Alive in the 20th Century" addresses this question. One of the exciting topics Kathryn and I are saving for future discussion is ethical relativism of all kinds, especially gender and culture.

Along this line, I would like to recount for you an interesting incident in the Science Honors Seminar this semester, which illustrates how non-scientists and scientists may view a problem differently. We carried out an experiment on the toxicity of alcohol on mice. Three of the students refused on principle to experiment on animals and were given an alternate exercise on

seeds. There were others who did carry out the exercise who argued that it would be better to give the mice to a pet store as food for snakes rather than to humanely sacrifice them after the lab. The fact that the mice would be terrorized and then swallowed whole was rationalized by the fact that this was "natural," where sacrificing them was not.

As instructor, I pointed out to them some thoughts from the scientists' point of view. First, there are no simulations that can replace the vagaries of whole animal research; that although these were inbred, human error and other inexplicable factors did, in fact, cause the mice to vary in response. This was the point of the exercise, to illustrate the difficulties of determining the toxicity of various substances, even with whole body testing. To us, this important point that hopefully will result in their understanding the problems of risk assessment, would place far more value on the lives of the mice than if they were regarded simply as live feed for pet snakes. That we were treating them humanely, and with as little discomfort as possible led most of the students to accept the fact that we have to sacrifice the animals despite our own discomfort in doing so. This kind of dialogue was important in conveying both points of view. I felt it was one of the more important lessons of the course.

Biomedical Ethics (Original Outline)

Morality and Ethical Theory

Ethical Relativism

- Science majors/non-science majors
- Gender relativism
- Cultural relativism

Topics in Biomedical Ethics

Life and Death

- Definitions

- Euthanasia

- Prenatal diagnosis and abortion

Research and Ethics

- Human and fetal tissue research

- Animal research

- Industrial secrecy

- Fraud in research

Development and Application of New Technology

- Mapping the human genome

- Gene therapy

- Use of engineered organisms

- Risk and risk assessment

The Law and Ethics of Regulation of Science

- Reproduction alternatives and control

- Patent rights and research

- Scientific inquiry and public policy

- Morality of opposition

Relevant volumes:

Tom L. Beauchamp, James F. Childress, 1983. Principles of Biomedical Ethics, 2nd ed. Oxford U. Press.

_____, LeRoy Walters, eds., 1982. Contemporary Issues in Bioethics, 2nd ed., Wadsworth.

Samuel Gorovitz, 1982. Doctors' Dilemmas, Macmillan.

Aubry Milunsky, George J. Annas, eds., 1985. Genetics and the Law III, Plenum Press.

Paul W. Taylor, 1975. Principles of Ethics, Wadsworth.

Relevant journals:

Issues in Science and Technology; National Academy of Science.
Science, Technology and Human Values; John Wiley and Sons, co-sponsored by J.F. Kennedy School of Government (Harvard U.) and the Writing Program and the Program in Science, Technology and Society (MIT).

Biomedical Ethics (Revised Outline)

Introduction

Life and Death

- Medical definitions
- Biological facts
- Euthanasia
- Abortion
- Principles of Autonomy and Maleficence

New Technologies

- Reproductive Alternatives
 - Frozen embryos
 - In Vitro fertilization
 - Surrogate motherhood
 - The right to parenthood
 - Principle of Beneficence
- Genetic engineering
 - Review
 - Use of engineered organisms
 - Patents on living organisms
 - Biotechnology and industrial secrecy
 - Sequencing the human genome
 - Risk and risk assessment
 - The right to privacy
 - Cost/benefit analysis
- The law and ethics of regulation of science
 - Human and fetal tissue research
 - Animal research
 - Scientific inquiry and public policy
 - Morality of opposition

Morality and Ethical Theory

- Ethical Relativism
 - Scientists vs. non-scientists
 - Gender differences
 - Cultural differences
- Is morality inherited: social Darwinism vs. ethical theory

I would add to the papers I have suggested as reading background and to the bibliography the following book recommended by Kathryn: Garret, T.M., H.W. Baillie, R.M. Garrett, 1989. Health Care Ethics, Prentice-Hall, Inc. Englewood Cliffs, N.J.

Speech/Theatre and Film Studies

Dr. Wayne Bond

Dr. Douglas Tomlinson

The courses chosen for revision by this team were "Introduction to Film" and "Nonverbal Communication". The uniqueness of this team's work was the process of exchange of insights, assumptions and resources that gave both professors a basis for expanding and strengthening already-existing courses. In addition to creating a plan for incorporating aspects of Nonverbal Communication into "Introduction to the Film", and a consideration of cinematic strategies into "Nonverbal Communication" Bond and Tomlinson developed a new course proposal called "The Analysis of Movement". Designed to become part of the English Department's Film Studies minor, it will also be an appropriate elective for students majoring in communications, broadcasting and speech and theatre.

Like Honig and Schwartz, Bond and Tomlinson are based in closely related disciplines, a fact that made harmonious exchange of concepts, bibliographies and other teaching resources a natural process that smoothly facilitated the achievement of their goal: to define, to classify and to examine nonverbal communication from as many perspectives as possible and to integrate their conclusions into the nonverbal communication course the GER course "Introduction to the Film" as well as the newly proposed course, "The Analysis of Movement".

Bond and Tomlinson prepared an amusing and inventive presentation the purpose of which was to demonstrate the importance of nonverbal communication. Bond employed vignettes in which the participants were assigned roles; Tomlinson showed scenes from "Carnal Knowledge" to illustrate the various effects of such cinematic nonverbals as the moving camera. Like the project designed by Engelbert and Scipione, Bond and Tomlinson's was viewed by the other participants as highly creative.

Consultant Dr. Marian McLeod concluded her favorable report with a statement that strongly supports the project as a model to be utilized by others: "In view of the traditional academic tendency to think in terms of departmental boundaries, this particular collaboration seems to have produced notable success in going beyond simply talking about how the disciplines might have a mutually enriching effect, to actually showing how the particular concepts will be taught in an interdisciplinary manner, at once confirming the vitality of the interdisciplinary approach as a catalyst for examination and understanding of human behavior, and demonstrating that an interdisciplinary approach is a sound way to assert humanistic common ground throughout the

curriculum, thus challenging the view of collegiate education as a mere mosaic of separate, unconnected fields."

Speech/Theatre and Film Studies

Dr. Wayne Bond, Department of Speech/Theatre, and
Dr. Douglas Tomlinson, Film Studies, Department of
English and Comparative Literature

Introduction: After Wayne Bond attended the "Introduction to Film" Course taught by Doug Tomlinson in spring semester, the two met regularly for discussion and exploration of possibilities for integrating the areas of film and nonverbal communication; they decided to **infuse** a consideration of Film Techniques throughout the course "Nonverbal Communication."

Underlying Issues: During the exploration, two issues kept surfacing: 1. How film techniques can be used as a tool for teaching nonverbal communication; and 2. How film can be used as a vehicle for observation and evaluation of nonverbal communication concepts taught in the nonverbal course required of Speech Communication students in the Department of Speech/Theatre.

The decision to infuse film techniques in the nonverbal course seemed to address the two issues and also provide for further exploration in film beyond the initial exposure in the Introduction to Film course.

Description, Objectives, Unit Outline: For broader perspective of the Nonverbal Communication course required of speech communication students, the following description, objectives, and unit outline are provided:

Description of course, Nonverbal Communication: An investigation of non-linguistic systems of the communication experience. Effects of such nonverbal aspects (physical behavior, spatial relationships, context, environment, etc.) upon the sending and receiving of verbal messages.

Objectives:

- * To examine nonverbal communication in the overall communication process.
- * To examine the elements, codes, and cues of nonverbal communication.
- * To explore the practical use of the knowledge of nonverbal communication as it relates to personal and professional communication.
- * To sharpen observation skills of nonverbal communication.
- * To sharpen skills of sending and receiving nonverbal messages.

Unit Outline of the Course:

1. Nonverbal Communication: Basic Perspectives
 - * Defining Nonverbal Communication
 - * Classifying Nonverbal Communication
 - * Nonverbal Communication in the total communication process
 - * Nonverbal Communication in the American Society
2. Development Perspectives
 - * The Development of Nonverbal Behavior in Human History
 - * The development of Nonverbal Behavior in Children
3. Effects of the Environment
4. Effects of Territory and Personal Space
5. Effects of Physical Appearance and Dress
6. Effects of Body Movement and Posture
7. Effects of Touching Behavior
8. Effects of Facial Expressions
9. Effects of Eye Behavior
10. Effects of Vocal Cues that Accompany Spoken Words
11. The Ability to Send and Receive Nonverbal Signals

(The units parallel the chapters in the text, Essentials of Nonverbal Communication, Mark L. Knapp.)

Film Content: After the first unit, it is planned to incorporate an introduction to film technique style with a focus on issues of cinematic space, time, and sound including:

1. Use of Camera
 - * Long shots
 - * Medium shots
 - * Close up shots
 - * Composition - What has been selected to be in the shot and why?
 - * Movement of the camera (Pan, tracking/dolling, zooming)
2. Editing
 - * Analytic (Basic and Point of View)
 - * Cross-Cutting
 - * Montage
 - * Associational
 - * Continuity editing
 - * Shot/Counter shot

Decision for Fusing: By way of explaining the fusing of film techniques throughout the nonverbal course, several questions will be answered:

1. How have the new perspectives affected the philosophical or theoretical foundations of the course?

The effect of fusing film with nonverbal has not altered the philosophical or theoretical foundation of the course, but rather has extended the methodology and enriched the resources for teaching the course. The introduction of film into nonverbal has also reinforced the ease with which the two media can complement and contribute to each other.

2. In what ways have the new perspectives necessitated a rethinking of a segment of the course or of the course overall?

The rethinking necessitated by the inclusion of film has primarily been that of time. It is now necessary to rethink the amount of time allocated to each nonverbal aspect and to the related projects and assignments.

3. How are these new thrusts to be communicated to the students in terms of content to be covered, materials to be used; activities to be planned?

In terms of a teaching tool, film content and techniques will serve as a device for examining more closely the nonverbal content. For example, the student's knowledge of film techniques will better enable him/her to examine time, space, movement, and relationships with tools designed to deal with those very concepts. By examining how the camera techniques, for instance, have created meaning, the student can also ask how the camera has enhanced or detracted from the meaning created by the nonverbal cues of the performer; or, how the director's decisions about the camera and the performers expressions through nonverbal have collaborated to enhance meaning. Thus the fusing of film into the nonverbal course, as a teaching tool, asks the student to deal with various levels of the content, show relationships, and draw conclusions that result in clearer understanding of effective communication.

In terms of a tool for observation and evaluation of nonverbal codes, film serves as a strategy for recording examples of nonverbal cues. And as for evaluating, film techniques set forth rich resources for evaluating the student's observation and analytical skills.

4. Resources, including bibliographical resources for the use of students and instructors:

Arguly, M., (1975) Bodily Communication. International University Press, NY.

Birdwhistell, R.L., (1970) Kinesics and Context, University of Pennsylvania Press, Philadelphia, Pa.

- Garrison, Lloyd L., "Communicating the Nonverbal Way," Journal of Business Education, February, 1984, 190-192.
- Harrison, R. (1975) Beyond Words: An Introduction to Nonverbal Communication, 2nd ed. Prentice Hall, Englewood Cliffs, New Jersey.
- Hickson, III, Mark Il, Stacks, Don W., (1989) Nonverbal Communication, Studies and Applications, 2nd ed. Wm. C. Brown Publishing, Dubuque, Iowa.
- Knapp, Mark L., (1978) Social Intercourse: From Greeting to Goodbye, Allyn & Bacon, Boston.
- _____, (1980) "The Ability to Send and Receive Nonverbal Signals," Essentials of Nonverbal Communication, Holt Rinehart and Winston, New York, 231-242.
- Malandro, Loretta A., Barker, Larry, & Barker, Deborah, (1989) "Introduction to Nonverbal Communication," Nonverbal Communication, 2nd ed. Random House, New York, 2-24.
- Mehrabian, Albert, "Communication Without Words," Psychology Today, September, 1968, 53-55.
- _____, (1981) Silent Messages, 2nd ed. Wadsworth Publishing, Belmont, California.
- Sobchack, Thomas, Sobchack, Vivian C. (1987) An Introduction to Film, Little, Brown & Company, Boston.

Film Clips from:

T.V. Video Scenes from:

- | | |
|--|-------------------------------|
| * <u>Brighton Beach Memoirs</u> | A News Segment |
| * <u>The Candidate</u> | A Soap Opera Scene |
| * <u>Carnel Knowledge</u> | A Talk Show Segment |
| * <u>The Immigrant</u> , Charlie Chaplin | <u>The Carol Burnett Show</u> |
| * <u>The Miracle Worker</u> | <u>I Love Lucy Show</u> |
| * <u>Tim</u> | <u>Murphy Brown</u> |
| * <u>To Kill a Mockingbird</u> | <u>Peoples Court</u> |

5. How is the mastery of content by students to be evaluated? Through:
- * Essays focusing on analysis of cinematic strategies and on the nonverbal codes as recorded or enhanced by the camera.
 - * The creation of projects asking the student to demonstrate knowledge of camera strategies as well as knowledge about the nonverbal strategies used in relationships.
 - * Traditional evaluation techniques.
 - * Term/group projects incorporating both film and nonverbal content in an observation, analysis format.
6. What are the kinds of assignments and follow-up work to be given to reinforce the new materials and concepts? The following are representative examples:

- * Observation teams focusing on nonverbal and cinematic strategies found in a particular film.
- * Writing and filming scenes/scenarios of communication in personal and professional situations with emphasis on film techniques that will communicate a desired meaning.
- * Using film techniques to film communication training pieces with emphasis on the nonverbal aspects of communication in business and professional settings.
- * Selection and presentation by the students of film clips that best depict the filming and nonverbal strategies being discussed in class.
- * The filming and choreographing of movement and lip-syncing to a piece of music with emphasis on communicating, with body movement and gestures, the meaning of the selected music and lyrics.
- * Student-led discussions and analyses of film director's decision-making that resulted in specific desired meaning (with emphasis on the performers' nonverbal strategies as well as the director's cinematic strategies.)
- * Students serving as writers, directors, and performers of scenes/scenarios with the intent of incorporating the nonverbal and film strategies discussed in class.

7. How are the results to be evaluated?

- * Set criteria for each project and evaluate on basis of criteria being met.
- * Evaluate on basis of accuracy of information and strategies being demonstrated.
- * Evaluate on basis of thorough analysis and accurate relationships demonstrated.

8. How is the course to be enriched by the inclusion of interdisciplinary perspectives? By:

- * Providing an analytical too, a frame, for examining and applying the content of nonverbal communication and at the same time, incorporating film techniques and strategies.
- * Reinforcing the overall objective of developing observation skills in identifying, describing and putting into behavior nonverbal communication.
- * Providing rich film resources for studying nonverbal communication.
- * Extending the course from one of theory and observation to one of theory, observation, and application.

Summary: Rich resources, tools, for instruction, observation, and SPi evaluation, extension of nonverbal course from one of theory/observation to one of theory, observation, and application, and exploring possible relationships of the disciplines of film and nonverbal communication are all potential outcomes of fusing the

consideration of Film Techniques throughout the Nonverbal Communication course. This fusion also affords an opportunity for setting the groundwork for consideration of other options for collaboration and integration of the two disciplines.

PLAN TO INCORPORATE ASPECTS OF NONVERBAL COMMUNICATION
INTO INTRODUCTION TO THE FILM

Introduction

Currently, Introduction to the Film is taught in three sections: Film Space, Film Time and Film Sound. The instructors seek to introduce students to the basic aesthetic choices made by the film director while grounding the individual film or segment in an historical context. The overall project of the course is to develop analytic skills in the students, to encourage them to be more perceptive in their consumption of images.

How the module fits into the existing course

In the first section of the course - on Film Space - I deal with issues of nonverbal communication, specifically how the director uses camera movement and the construction of space through editing strategies to communicate ideas. As a result of my experience of working with Wayne, my plan is to add a week to this first section of the course in which I deal with space from the disciplinary perspective of nonverbal communication (issues of reading character through facial and eye behavior, proxemics, gesture). During this discussion I will introduce specific terminology from the discipline of nonverbal communication.

The objective of the module, its duration

Since the great comics are particularly ingenious in their use of space, I plan to introduce this material through an examination of the work of Charles Chaplin and Buster Keaton, using short films such as The Immigrant and Cops to raise the pertinent nonverbal issues such as body movement and posture, facial and eye behavior, touching and proxemics. This would occur during week 3 of the class. Discussion of other films later in the semester would benefit from the introduction of this material.

The content of the module in terms of materials and activities

During the introductory lecture to this module, I will introduce discipline-specific terminology from Nonverbal Communication. Following the screening of a short film - The Immigrant for example - a discussion would be initiated which would focus on the reading of directorial strategies from the perspective of the construction of cinematic space as it influences our reading of character: where is the character standing in relation to others in the environment; what facial and eye movements are enacted and why; how can the interpretation of physical movements and gestures enrich our understanding of both the character and the director's vision.

Assignments and follow-up work to reinforce the concepts of the module

In classes beyond the specific module the use of nonverbal terminology will be reinforced. Exams will include questions on nonverbal terminology and encourage discussion of nonverbal perspectives.

Bibliographic materials

In addition to the basic text, Understanding Movies by Louis Giannetti, specific sections from Nonverbal Communication by Mark L. Knapp will be distributed to the class.

How the inclusion of the new module enriches the course

Film studies is, by its very nature, one which is enriched by and, in fact, regularly dependent upon, other disciplinary perspectives. The introduction of terminology from the field of Speech and Theater is logical considering the theatrical roots of many in the industry, particularly in the early periods of film history. Chaplin's theatrical background, for example, is generally discussed in connection with the screening of The Immigrant; the introduction of nonverbal terminology into the discussion will deepen the level and sophistication of our insight and reinforce my contention in the opening lecture of the semester that the study of film is enriched by the consideration of various disciplinary perspectives.

PROPOSAL FOR NEW COURSE

1. Provide course number and full title: ENFL 392 - The Analysis of Movement
2. Does this course replace another? Yes X No. If the answer is "yes," indicate the course number and title it replaces. _____
3. Is this course to be offered on a Pass/Fail basis only? Yes X No.
4. What is the recommended student capacity of this course? 30
5. How many student credit hours is this course? 3
6. Indicate the number of student/faculty contact hours per week for each of the following instructional modes used for the course? 3

<u> </u> Lecture	<u> </u> Studio	<u> </u> Music Lessons
<u> </u> Field Experience	<u> </u> Laboratory	<u> </u> Practicum
<u> </u> Physical Education	<u> </u> Independent Study	
7. Identify each of the following curriculum requirements satisfied by this course. Course fulfills no specific requirement.

<u> </u> Basic Skills (Identify specific area)	_____
<u> </u> Teacher Certification (Identify specific area)	_____
<u> </u> GER (Identify specific area)	_____
<u> </u> Graduation Requirement in Writing	
<u> </u> Minorities Culture	
<u> </u> None of These	
8. Is this course part of a teacher certification program? Yes X No. If the answer is "yes," the course must be reviewed and approved by the certification officer of the college.

9. Is this course part of an overall curriculum revision?
☐ Yes ☒ No.
10. Are the present college facilities and library resources adequate in quality and quantity to support this course?
☒ Yes ☐ No. If the answer is "no," explain proposed provisions on an attached sheet. College facilities are adequate to support this course.
11. Are there currently adequate faculty resources to teach this course?
☒ Yes ☐ No. If the answer is "no," explain proposed provisions on an attached sheet. There are qualified faculty to teach this course.
12. RATIONALE (include clientele to be served, needs to be met, and relationship to degree or teacher certification requirements): RATIONALE: The cinema is a moving art form, one in which much information is communicated in a nonverbal way through such directional strategies as camera movement, the creation of space through editing, and proxemic and gestural aspects of performance. This course will be divided into three sections, addressing the creative/aesthetic dynamics of each of the above approaches to cinematic movement. In our distribution, this course will be listed in Category 2B as a Specialized Course.
13. COURSE DESCRIPTION (INCLUDE PREREQUISITES): COURSE DESCRIPTION: In the cinema, movement is created by a variety of strategies; three of the most powerful are the mobility of the camera, the juxtaposition of shots (editing) and aspects of performance. This course will examine the variety of aesthetic dynamics created through camera, editing and performance strategies. Pre-requisite: Introduction to the Film.

COURSE OUTLINE

This course will be divided into three sections: camera movement, editing and performance. In each five-week section, a variety of approaches to the targeted aesthetic issue will be examined. For example, the first section would include an examination of works by such great camera movement directors as Jean Renoir, Orson Welles, Elia Kazan and F.W. Murnau. The section on editing would include an examination of works by Sergei Eisenstein, Alfred Hitchcock, Stan Brakhage and Robert Bresson. Issues related to performance could be examined through the works of those studied in the first two sections, particularly to assess how issues of camera movement and editing effect the direction of performance. Principles from the study of nonverbal communication would also be addressed here.

THE PURPOSE OF THE CLASS

The purpose of this class is to further develop the students' visual analytic skills and to increase their awareness and appreciation of aesthetic choices made in the production of a cinematic work.

CLASS FORMAT

Each cinematic work would be prefaced by a lecture establishing the specific aesthetic principle under examination and a discussion of the assigned reading material. Following the viewing of a specific film, excerpts would be rescreened for detailed analysis of the movement issues.

REQUIRED TEXTS

- | | |
|-----------------|--|
| Burch, Noel | <u>Theory of Film Practice.</u> Princeton:
Princeton University Press, 1981 |
| Knapp, Marl L. | <u>Essentials of Nonverbal Communication.</u>
New York: Holt, Rinehart and Winston,
1980 |
| Naremore, James | <u>Acting In the Cinema.</u> Berkeley:
University of California Press, 1988 |
| Nichols, Bill | <u>Movies and Methods.</u> Berkeley:
University of California Press, 1976 |
| Wollen, Peter | <u>Signs and Meaning in the Cinema.</u> London:
Indiana University Press, 1972 |

METHOD OF EVALUATION

There will be a mid-term examination in which students will be expected to do an in-depth visual analysis of the effects created by the initial aspect of cinematic movement studied in the class. In a final paper students will be expected to develop a second such analysis on one of the two remaining topics. Each assignment will be worth 50% of the grade.

NOTE: A course must receive the approval of the Vice President for Academic Affairs by December 15th to be offered the following summer or fall semester; by May 31st to be offered the following winter or spring semester.

Signatures

Course submitted by: _____	_____
	Date
Approved: _____	_____
Chairperson, Department Curriculum Committee	Date
Approved: _____	_____
Department Chairperson	Date
Approved: _____	_____
Chairperson, School Curriculum Committee	Date
Approved: _____	_____
Dean of the School	Date
Approved: _____	_____
Certification Officer of the College	Date
(courses in a program leading to certification only)	
Approved: _____	_____
Vice President for Academic Affairs	Date